TAYLOR UNIVERSITY

CATALOG

1994-1996

UPLAND CAMPUS

Leadership

Scholarship

Christian Commitment

Taylor University operates undergraduate liberal arts programs on two campuses, one in Upland, Indiana, and the other in Fort Wayne, Indiana. This catalog is the official bulletin of Taylor University Upland.

A separate catalog is available describing the programs offered at Taylor University Fort Wayne. The academic offerings include bachelor of arts, bachelor of science, and associate of arts degree programs. Major areas of study on the Fort Wayne campus include business administration, Christian ministries, criminal justice, early childhood education (AA only), elementary education, liberal arts (AA only), psychology and public relations. Academic minors are available in biblical literature, Christian education, communication studies, English, human resource management, psychology, public relations, and sociology. The Institute of Correspondence Studies operated on the Fort Wayne campus also provides opportunity for earning as much as twelve hours of approved credit for degree attainment.

For a copy of the Taylor University Fort Wayne catalog, application forms, and further information contact the Office of Admissions, Taylor University Fort Wayne, 1025 West Rudisill Blvd., Fort Wayne, IN 46807 or call 219-456-2111 or 1-800-233-3922.

TAYLOR UNIVERSITY

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Christian Commitment

Established in 1846

Taylor University
500 West Reade Avenue
Upland, IN 46989-1001
Telephone: 1-800-882-3456
or (317) 998-2751
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Information in this catalog, while current at time of printing, is subject to change based on enrollment, faculty availability, and other considerations.

TAYLOR POLICY OF NONDISCRIMINATION AND COMPLIANCE: It is the policy of Taylor University to provide equal employment opportunity to employees and candidates for employment. Within the parameters of the university's statement of faith and life together covenant, there shall be no discrimination against any employee or candidate for employment due to race, color, national origin, or sex. This policy is applicable to the policies governing recruitment, placement, selection, promotion, training, transfer, rates of pay, and all other terms and conditions of employment.

Compliance with this policy is the personal responsibility of all personnel, especially those whose duties are related to the hiring of new employees and the status or tenure of current employees. The university is committed to recruiting, employing, and promoting qualified members of groups who have not been discriminated against by the university but who may be the victims of systematic, institutional, and societal forms of exclusion and discrimination. Further, as an Equal Opportunity/Affirmative Action Employer, the university will cooperate fully in the implementation of applicable laws and executive orders.

As an equal opportunity institution, Taylor University complies with all federal and state nondiscrimination laws. Direct inquiries to the Office of the President, Taylor University, 500 W. Reade Avenue, Upland, IN 46989-1001, 317-998-5203, or the Office of Civil Rights, D.H.E.W., Washington, DC.

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TAYLOR UNIVERSITY

A CHRISTIAN LIBERAL ARTS COLLEGE

Taylor University is an evangelical, independent, interdenominational Christian liberal arts college where faith, living, and learning are integrated. The Taylor University Upland student body of over 1,800 is divided almost equally between men and women who come from 49 states and 21 foreign countries.

Taylor is distinctive in its commitment to both spiritual and intellectual development as symbolized by the twin spires of the Rice Bell Tower. The carillon bells, given in honor of Barbara Gentile, remind the campus community of its dual mission throughout the day.

Academic pursuits at Taylor are rigorous, demanding imagination, dedication, and integrity from both students and faculty. As a Christian institution, Taylor University has concerned, competent faculty who recognize that all truth has its source in God. The students' quest for truth begins with this conviction and relates to all aspects of the liberal arts curriculum.

The Upland campus of Taylor University consists of approximately 250 acres located on the south side of the town of Upland, Indiana. Upland is situated five miles east of I-69 and fifty miles south of Fort Wayne. Fourteen major buildings have been added to the Upland campus since 1965. Major remodeling and restoration of other facilities continue to take place in order to achieve maximum utilization and quality maintenance.

The new Rupp Communication Arts Center is under construction and scheduled for classes in the fall of 1994. An addition to the Odle Gymnasium and a replacement for Sammy Morris Hall are in the planning stages. Construction will occur as funding is arranged.

HISTORICAL SETTING

Taylor University, established in 1846, is one of the oldest Christian colleges in America. Taylor began in Fort Wayne, Indiana, as Fort Wayne Female College. Later, the school became coeducational (1855), merged with the Fort Wayne College of Medicine to become Taylor University (1890), and moved from Fort Wayne to Upland (1893).

In 1992, Taylor University acquired Summit Christian College of Fort Wayne and now operates two campuses. Taylor University Fort Wayne has an enrollment of approximately 400 students and is located on a 32 acre campus within an urban setting. (Inquiries about the Fort Wayne program should be directed to Taylor University Fort Wayne, 1025 West Rudisill Blvd, Fort Wayne, IN 46807; telephone 219-456-2111.)

Bishop William Taylor, for whom the institution is named, was an energetic missionary evangelist possessed with unusual vitality of commitment and devotion. His voluminous writings (many books on preaching and missions) and extensive world-wide missionary endeavors resulted in his being the first lay pastor to be named a Bishop of the Methodist Church.

MISSION

Taylor University is an interdenominational evangelical Christian institution educating men and women for lifelong learning and for ministering the redemptive love of Jesus Christ to a world in need. As a Christian community of students, faculty, staff, and administration committed to the Lordship of Jesus Christ, Taylor University offers postsecondary liberal arts and professional education based upon the conviction that all truth has its source in God.

CHRISTIAN ORIENTATION

Taylor University is firmly committed to evangelical Christianity. To assure the central place of Christian principles in the philosophy and life of the university, the trustees, administration, and faculty believe that 1) God is the ultimate creator and sustainer of all things in heaven and on earth; 2) the Holy Bible is the inspired, authoritative written word of God, progressively revealing God's will for humankind who, though created by God in His image, rebelled and needs redemption; 3) Jesus Christ is the Living Word of God, Who made known God's plan for redemption in His virgin birth, sinless life, atoning death, bodily resurrection, and ascension; and Who will return in power and glory; 4) the Holy Spirit is God present in the life of the believer, testifying to the Lordship of Christ and enabling the believer to live a godly life; and 5) the church is the community of believers who express their unity in Christ by their love for Him, for each other, and for all humankind.

ACADEMIC PURPOSES OF TAYLOR UNIVERSITY

Purposes

To involve students in liberating learning experiences fused with a vitally Christian interpretation of truth and life

To create specific experiences wherein the integrative focus of a liberal arts education is clarified, personalized, and applied

To require demonstrated depth of learning in an academic major

To build maximum program effectiveness by consistent study and improvement of curriculum and instruction, and faculty student relationships

To structure the general education experience for the dissemination of the liberal arts heritage

Objectives

To foster the capacity for making sensitive, value-oriented judgments

To engage in and encourage research

To prepare students for conscientious and creative leadership in a technological world

To establish foundations for graduate study

To share intellectual expertise with the larger geographical, scholarly, and faith communities

To anchor specific career preparation for a variety of professions in a foundation of appropriate academic experiences, cultural breadth, and Christian perspectives

To prepare students to meet external certification and licensing requirements

To provide preprofessional preparation

ACCREDITATION AND MEMBERSHIPS

Taylor University is accredited by the North Central Association of Colleges and Secondary Schools, Indiana Professional Standards Board, National Council for Accreditation of Teacher Education, National Association of Schools of Music, and Council on Social Work Education.

Memberships include the American Council on Education, National Association of Independent Colleges and Universities, Council of Independent Colleges, Independent Colleges and Universities of Indiana, American Association of University Women, Evangelical Council for Financial Accountability, National Association of College Auxiliary Services, Indiana Commission on Higher Education, National Association of Student Financial Aid, National Association of College and University Business Officers, Association of Governing Boards of Universities and Colleges, Associated Colleges of Indiana, Cincinnati Council on World Affairs, American Association of Colleges for Teacher Education, Indiana Consortium for International Programs, and National Association of Foreign Student Advisors.

CHRISTIAN COLLEGE CONSORTIUM

To provide a variety of professional and academic experiences for faculty and students, Taylor maintains membership in the Christian College Consortium, thirteen Christian liberal arts colleges with programs similar to those of Taylor. Of special interest to students are the visiting students' options on the other campuses and cooperative overseas programs.

CHRISTIAN COLLEGE COALITION

Taylor University is one of eighty-five colleges and universities who compose the Christian College Coalition, a Washington, D.C.-based organization which was founded in 1976. The coalition exists to coordinate government information and to provide member colleges programs and contacts to enhance the integration of faith and learning. The coalition sponsors semester programs for qualified upper classmen from its member schools. These include the American Studies Program in Washington D.C., the Latin American Studies Program based in San Jose, Costa Rica, the Los Angeles Film Studies Center Program, the Middle East Studies Program in Cairo, Egypt, and the Russian Studies Program in Moscow, St. Petersburg, and Nizhni Novgorod.

THE TAYLOR PROGRAM

The Academic Year

The academic calendar includes a fall and spring semester, an interterm in January, and two summer sessions.

Summer Program

The summer program usually includes courses on campus, at AuSable Trails biological field station in Mancelona, Michigan, and at international sites. The sessions also offer independent studies, practicums, and internships.

Summer Session I is a four-week program during which students may complete up to six credit hours. Session II is a five-week program during which students may complete up to eight credit hours.

For more information on the summer session programs, contact the Office of Academic Affairs.

Interterm

Interterm promotes a change of pace in scheduling

and learning styles for both students and professors. Because students concentrate on a normal load of four hours, the design permits flexible learning activities including domestic or international travel. Students are encouraged to choose creative options. Students may supplement their programs with interdisciplinary or nontraditional courses or take a required course in a varied format.

Cooperative Education Program

Cooperative Education is a nationally-recognized training program that alternates periods of full-time study with periods of full-time work at an employment site. This professional-level program allows students within certain curricula to gain experience in their chosen field of study, thus better preparing them for employment upon graduation. While at an employment site, students will earn a competitive wage which may help finance a portion of their educational expenses. Academic credit is granted during work periods, and the experience is monitored by the university and the employer. Students must complete the sophomore year and maintain a B average to qualify for the Taylor University Co-op Program. Interested students should contact the Co-op Program director toward the end of their freshman year.

Credits-in-Escrow

Outstanding high school students may enrich and expand their educational experiences by enrolling at Taylor University on a space available basis for the fall and spring semesters. Full college credit is awarded for all courses satisfactorily completed according to the university's established requirements and procedures. Escrow credits earned at Taylor may be transferred to any college.

Senior Citizens Program

A senior citizen's discount is available to persons who qualify and complete a guest application with the senior citizen designation. The applicant must register for the desired courses and pay the appropriate charges at the time of registration. People fifty years of age or older may have the senior citizen designation and will be granted a half-price tuition discount when taking courses at Taylor.

OFF-CAMPUS/INTERNATIONAL STUDIES PROGRAMS (subject to additions and deletions)

Academic Program in France

The Department of Modern Languages participates in the Academic Year Abroad Program of Bowling Green University. Through this participation, students have the opportunity to earn up to sixteen hours of credit while studying for a semester in France. The program provides a month of study in Paris followed by study at the highly respected Institute de Touraine in Tours, France. Students live with carefully selected French families while in Tours.

American Studies Program

The American Studies Program, located in Washington DC, is sponsored by the Christian College Coalition. Taylor University students apply for admission to the program and, if accepted, may participate for four months during fall or spring semester. Students take a course per month and work in a government-related internship. The program is designed for juniors and seniors with a wide range of academic majors and vocational interests. Study at this Washington campus for the coalition colleges is viewed as one way of challenging students to consider the meaning of proclaiming the Lordship of Jesus Christ in all areas of life, including career choices, public policy issues, and personal relationships.

AuSable Institute of Environmental Studies

Taylor is affiliated with the AuSable Trails Institute of Environmental Studies in Mancelona, MI. Taylor students may take summer courses for credit at AuSable and may also complete requirements for certification as naturalists, environmental analysts, or land or water resources analysts.

Business Study Tours

In alternating years, the Business Department offers two international business tours during January interterm as described below:

The **Greater China Business Study Tour** combines traditional classroom course work with travel and cultural experience and business visitations. Time is spent in China, Taiwan, and Hong Kong. Research projects for American industry are often completed.

The **European Business Tour** includes international business and marketing with Belgium, England, France, Germany, Holland, Italy, and Switzerland as the classrooms. Students visit well-known corporations such as Lloyds of London, Amsterdam's diamond companies, and Opel in Frankfurt. They also visit NATO in Brussels, Heidelberg University, and Europe's most famous castles. European history and culture are explored through stops at the Anne Frank home, Notre Dame, and the Louvre Art and VanGogh Museums, and by boat rides on the Rhine River.

Daystar University College, Kenya

The Christian College Consortium allows junior or senior students to spend a fall or spring semester studying at Daystar University College in Nairobi, Kenya. Participants attend classes with over 800 African students who are studying for the BA degree. All instruc-

tion is in the English language and is offered by a faculty of African nationals. This program provides students exposure to the rich culture and heritage of the African people.

Institute of Holy Land Studies

The Department of Biblical Studies, Christian Education, and Philosophy offers an opportunity for fall semester studies at the Institute of Holy Land Studies in Israel. Choice of several course offerings is available. Students have the opportunity to study Scripture in context, view biblical sites, understand the Arab-Israeli conflict, and experience modern and ancient cultures. This program provides a basic understanding of the land and people of the Bible and the Middle East.

Israel Study Tour

The Department of Biblical Studies sponsors a Holy Land studies tour during January interterm. This tour involves three weeks of studying at the Institute of Holy Land Studies in Jerusalem. Students travel to various biblical sites and study their significance to historical Christianity.

Latin American Studies Program

The Latin American Studies Program in San Jose, Costa Rica, is sponsored by the Christian College Coalition. The program is designed for junior and senior students and has three tracks—language and culture, natural science, and international business. The language track is offered during the fall or spring semesters and is designed for Spanish and social science majors but is available to others as well. The natural science track is offered spring semester only and is designed for biology, ecology and environmental science majors. The international business track is offered fall only and is designed for business majors interested in issues related to international business. All students study the Spanish language and become immersed in the rich culture and history of the Latin American people. Students reside in the homes of Costa Rican families, engage in a service project, and travel within Central America.

Literary London

A study tour of London, England, is offered annually by the English Department during interterm. Students may receive credit in general education, literature, or cross-cultural studies. The group focuses its activities in central London with field trips to surrounding areas such as Stratford-upon-Avon, Canterbury, Oxford, Dover, and Salisbury. Students are encouraged to attend plays and musicals to enhance their understanding of British life.

Los Angeles Film Studies

The Los Angeles Film Studies Center, located in Hollywood, California, provides a values base for skills acquisition and on-the-job training for students interested in the various aspects of the film industry. Serving as a fall or spring semester extension campus for Christian College Coalition member colleges, the LAFSC incorporates a semester study program with internship experiences to equip students to be a positive Christian presence in the film industry.

Middle East Studies Program

The Christian College Coalition is sponsoring a new Middle East Studies Program in Cairo, Egypt. Students are exposed to the vast resources of Cairo during the fifteen-week fall or spring semester. Courses such as Introduction to Arabic, Peoples and Cultures of the Middle East, Islam in the Modern World, and Conflict and Change in the Middle East Today maximize the educational and experiential impact of the curriculum. After living in Cairo for thirteen weeks, the students travel to Israel for two weeks as part of the final module. Involvement in a local service project is an important component of the program.

Oak Ridge

Taylor maintains a collegial relationship with the staff of the Oak Ridge Associated Universities. Taylor has been one of the leading participants in the highly rigorous and demanding program experimenting with the use of radioisotopes in biology, chemistry and physics. During interterm sessions, students join other college and university participants to study and conduct research experiments.

Oregon Extension

Taylor participates in the Oregon Extension through the Christian College Consortium. This program offers a wide variety of courses in a very personal, highly rigorous academic environment. The fall semester program offers 15 hours of credit under the general category of Contemporary Life and Thought.

Oxford Study Program

The Taylor Oxford Study Program in cooperation with the Whitefield Institute offers an alternative approach to major study during January interterm. It is based on a tutorial method of learning at England's Oxford University. One part of the program consists of group class lectures on three areas of British culture. The second part consists of each Taylor student meeting weekly with an Oxford tutor on a topic of the student's choice. Students are housed in homes of British Christians.

Russian Program—Nizhni Novgorod

In 1991 Taylor began a faculty-student exchange with Nizhni Novgorod State University. Taylor students may earn credit in Russian language and culture dur-

ing residence at this major university in the historic city of Nizhni Novgorod, located on the banks of the Volga River some 230 miles east of Moscow. The experience includes excursions to many cultural sites and emphasizes living and learning with Russian students of English.

Russian Studies Program

Students may discover firsthand the richness of Russian language, culture, and history through a unique living/learning semester abroad sponsored by the Christian College Coalition. The Russian Studies Program makes use of the resources found in Moscow, center of the former Soviet government and current political and economic debates; Nizhni Novgorod, located on the Volga River 230 miles east of Moscow in the Russian heartland and the focus of post-Communist economic reform; and St. Petersburg, where Eastern and Western influence are wed in a city rich with history and culture.

Semester in Spain

The Department of Modern Languages participates in the Semester in Spain Program of Trinity Christian College. In this program, students earn up to sixteen hours of credit while studying with faculty members who are natives of Spain. Students live with families in Seville, Spain, the site of the 1992 World's Fair. The city's theaters, galleries, museums, and 400-year-old university provide many opportunities for cultural activities.

Spanish Abroad

The Department of Modern Languages sponsors a program in San Jose, Costa Rica, which offers the possibility of eight hours credit in intermediate and/or advanced Spanish during five weeks in the summer. Students study with professors from Taylor and live with Costa Rican families. Opportunities are provided for travel to sites of historical interest, and cultural programs are included in the varied itinerary.

Taylor University In Singapore

Taylor University is linked with Singapore Youth for Christ to offer lower division courses in Singapore. When this program is offered, a member of the Taylor faculty resides and teaches in Singapore during the fall semester. All courses apply to graduation requirements at Taylor.

Wesleyan Urban Coalition

Taylor University is affiliated with the Wesleyan Urban Coalition, which serves as a cooperative education center linking the Olive Branch Mission in Chicago with twelve Christian colleges and seminaries. The center's objective is to foster personal and corporate discipleship through involvement in urban ministry, living in Christian community, and study of urban life and systems. Specific programs range from weekend field trips to three-week miniterm and semester-long programs. Students live in facilities owned by the Olive Branch Mission and experience firsthand an inter-city environment.

CAMPUS FACILITIES

Ayres/Alumni Memorial Building is a 19,000 square foot facility housing the Art Department. It was named for Burt W. Ayres, who served Taylor for nearly 50 years.

Bergwall Hall, named for Evan Bergwall, Sr., president of Taylor University from 1951-59, was first occupied the fall semester 1989. Housing 181 students--women on the third and fourth floors, men on the first and second floors—this air-conditioned residence hall functions as a conference center during summer months. Each floor has a lounge and study facilities, and each room has a private bath.

English Hall, a women's residence hall, housing 226 residents, was opened in 1975 and named for Mary Tower English, wife of one of Taylor's most distinguished graduates. English Hall provides private living room areas for each eight women. This residence is located on the south end of campus near several other residences and the health center.

Field House is a steel-paneled building which provides additional opportunities for physical education and athletics. The football team room and nautilus weight lifting equipment are contained in this facility.

Ferdinand Freimuth Administration Building, a 14,000 square foot structure, was first remodeled during 1972. The offices of Academic Affairs and University Development are located on the second floor. Financial Aid, Business and Finance, and the Registrar's Office are on the first floor. This facility also houses Alumni Affairs. The major remodeling of this building was made possible by the gift of Ferdinand Freimuth, a Fort Wayne philanthropist.

Gerig Hall, constructed in 1971, is a four-story residence hall for 96 students. This structure, consisting of living-study suites, provides the intimacy of apartment-style accommodations with the dynamics of interacting with a larger group of students. The first floor has lounge and office areas. Women are housed on the second and third floors and men on the fourth floor. Gerig Hall is named for Lester Gerig, a longtime trustee and Taylor University benefactor.

Haakonsen Health Center is a 4,000 square foot facility located on the south end of campus. This air-conditioned structure was completed early in the summer of 1975 and contains five two-bed rooms, examining rooms, and a doctor's office. The center was named for Lily Haakonsen, beloved former Taylor nurse.

Helena Memorial Hall, built in 1911, is a 10,000 square foot, air- conditioned structure which serves as the University Welcome Center. The building was remodeled in 1987 and houses Admissions and the offices of the provost/executive vice president and the president. Formerly a music building, then an art and theatre building, this structure was named for Mrs. Helena Gehman, an early benefactress of the university.

Hodson Dining Commons is an air-conditioned facility completed in 1972. It is located on the southwest corner of the campus overlooking the campus lake. Named for Arthur A. Hodson, Upland financier and philanthropist, this structure, which seats approximately 950 persons in the main dining hall, also contains the Isely Banquet Room and a private dining area, the Braden Room.

Morris Hall is a men's residence with 88 double rooms, a public lounge on the first floor, and student lounges on each of the four floors. The building is named for Sammy Morris, a former student from Africa, whose life story is told in the film *Angel in Ebony*.

Nussbaum Science Building is named for Dr. Elmer N. Nussbaum, professor of physics at Taylor for 31 years. The building, an air-conditioned 45,000 square foot structure, contains biology, chemistry, computer science, math, and physics classrooms, laboratories, and faculty offices.

Odle Gymnasium was completed early in 1975. This 45,000 square foot facility contains two handball courts, a wrestling room, a weight room, classrooms, faculty offices, a varsity basketball court with three cross courts, and a comprehensive fitness center. This building, constructed with generous gifts from alumni and friends, was named for Don J. Odle, coach and professor emeritus of physical education.

Olson Hall, the university's largest residence hall, houses 300 women. Constructed in 1966, the hall is named for Grace D. Olson, distinguished history professor at Taylor.

The President's Home, the spacious two story brick residence of the Taylor University president, graces a rustic wooded area on the northwest corner of the campus.

Randall Environmental Studies Center is a state-of-the-art teaching and research facility located at the west edge of campus on the grounds of the university arboretum. The 20,000 square foot structure serves the needs of the Department of Environmental Science with specialized laboratories equipped for biotic analysis, satellite image retrieval, computer mapping, soil analysis, and plant systematics. A trail system, natural history museum, and greenhouse facilities are currently under development. The nearby Avis-Taylor Prairie Restoration Project provides additional teaching and research opportunities.

Reade Memorial Liberal Arts Center, named for Thaddeus C. Reade, president of Taylor University 1891-1902, is a 35,000 square foot, air-conditioned facility containing classrooms, faculty offices, and the Educational Technology Center.

The **Educational Technology Center** in the west end of the Reade Liberal Arts Building serves the faculty and student body by providing appropriate technology for the enhancement of classroom presentations. A wide variety of audio, video, and computer-related equipment is readily available for convenient access.

Rediger Chapel/Auditorium, named in honor of Dr. Milo A. Rediger, former professor, dean, and president of Taylor University, was completed in 1976. This 1600-seat, air-conditioned facility, formerly Maytag Gymnasium, was remodeled through the generosity of many alumni and friends of the university. In addition to its spacious and beautiful auditorium, this building houses the Center for Student Development which includes Campus Ministries, the Counseling and Psychological Services Center, and the Career Development Center. In 1987, an elevator made the building accessible to the handicapped.

Rupp Communication Arts Center, to be completed in 1994, was named for Taylor benefactors Ora and Herma Rupp of Archbold, Ohio. This 45,000 square foot facility houses the Communication Arts Department offices and classrooms, a 300 seat theatre, television and radio studios, a journalism lab, and offices for the campus newspaper and yearbook. It is the second phase of a three-phased fine arts facility.

Sickler Hall, the oldest of three remaining original buildings on the Taylor University campus, was built in 1902 with a gift from the estate of Christopher Sickler, an early Taylor trustee. Originally, the building was a residence hall which provided free housing for the children of ministers and missionaries. Subsequently, it served as a science hall and Education Department center. More recently, it has been the location of the Communication Arts Department. Sickler Hall currently houses The William Taylor Foundation. The campus prayer chapel is located on the main floor.

Smith Hermanson Music Center, a 23,000 square foot structure, is a sound-proof, air-conditioned facility. Named for Nellie Scudder Smith, a friend of Taylor University, and for former professor of music, Edward Hermanson and his wife, Dr. Louella Hermanson (also a musician), the building houses teaching studios, classrooms, rehearsal rooms, practice rooms, and faculty offices, conference rooms, faculty and student lounges. The 250-seat Butz-Carruth Recital Hall boasts Boesendorfer grand and Steinway pianos and is designed to provide the best possible acoustical qualities.

Student Union, a dome-shaped, air-conditioned facility, provides space for student activities, the snack

bar, and the campus store. The student activities portion, a 100-foot diameter circular area, provides lounge, reading, listening, and recreational space and accommodates offices of Leadership Development and Student Programs, the Taylor Student Organization, Student Activities Council, Multicultural Student Organization, Student Services Council, and Taylor World Outreach.

Swallow Robin is an air-conditioned residence hall which accommodates 72 students. This historic building, first occupied in 1917, was remodeled and restored for occupancy in the fall of 1990. Silas C. Swallow and his wife, whose maiden name was Robin, financed a major portion of the original construction cost for the building and asked that it be named in honor of their mothers.

Taylor Lake, a picturesque eight-acre lake on the Taylor property, provides swimming opportunity in summer and ice skating facilities in winter. Part of the lake is used for studies in ecology, and nearby is a wooded picnic area.

Wengatz Hall, named in honor of Dr. John Wengatz, outstanding Taylor University graduate and pioneer missionary to Africa, is a 133 room residence hall for men. It was constructed in 1965 and includes several lounges and a recreation room.

Zondervan Library was completed and occupied in 1986. The library building was named for Peter J. "Pat" Zondervan and his wife, Mary. Pat Zondervan was co-founder of The Zondervan Corporation, a Christian publishing company.

This 61,000 square foot, air-conditioned building houses more than 167,000 volumes with room for 50,000 more. It also contains seating for more than one-fourth of the student population. An after-hours study room is available off the beautiful walk-through **Engstrom Galleria**.

An automated circulation system and on-line public catalog has provided bibliographic access to the holdings of Zondervan Library since 1986. A newly installed replacement system expands the research capabilities at the library by allowing the patron to search the library catalogs of 24 other private colleges and seminaries of Indiana. An interlibrary loan service, whereby materials not owned by Taylor University may be borrowed from other libraries, is provided.

The Zondervan Library is a member of EIALSA, a regional network, INCOLSA, a statewide cooperative, and OCLC, a worldwide network which links Taylor University with more than 11,000 other libraries.

The library has an excellent reference collection and over 700 current periodical and daily newspaper subscriptions. Online information retrieval is available through DIALOG, a computer system of over 100 databases on an ever expanding number of topics. A number of periodicals and two major newspapers are also in microform and may be used on one of several readers or reader-printers.

The **Archives/Special Collections** are two distinct categories of heritage materials located in the Zondervan Library, east of the Engstrom Galleria. One category includes Taylor University heritage materals, and the Elwood Hillis congressional papers. The other category includes objects stored and available for exhibits. Visits and donations of items to build these collections are welcomed.

The **Learning Support Center**, in the southwest wing of the library, has personnel and technology to provide individual instruction for improving reading comprehension, writing, and math computation skills. Individual music listening is also provided in the Learning Support Center. Through the technology of the Learning Support Center, radio and television transmissions are made to the entire campus. The **Ruth Flood** room is equipped to provide high technology audiovisual presentations.

Academic Support Services, located within the Learning Support Center, provides services to students with disabilities. Services may include assistance with note taking, alternative testing, tutoring, or other accommodations deemed reasonable and necessary by qualified professionals. To receive these services, a student must provide documentation of his/her disability. Academic Support personnel also coordinate the peer tutoring program available to the general student body.

REDIGER CHAPEL / AUDITORIUM

Student Development and Services

The offices and programs of Student Development and Services provide the fertile ground for each student's sense of belonging and growth at Taylor University. Beginning with admissions staff recruitment of capable and coachable minds and hearts and culminating in a proactive career development program, each of the varied components of Student Development and Services enhances the academic thrust of the university.

PURPOSES AND OBJECTIVES

Purposes

To educate students in a manner which fosters their spiritual, intellectual, emotional, physical, vocational, and social development

To collaborate with the Office of Academic Affairs in providing the environment, resources, and progams which maximize the potential for student growth

To foster a biblical model of community which can be replicated in a continuing lifestyle of service to and concern for others

To promote and affirm ethnic and cultural diversity

To enroll students committed to the mission of the institution

To make the Taylor University experience affordable to students complementing the student body profile

Objectives

To provide the environment, resources, and programs which maximize the potential for Christian students to grow in their understanding and expression of their Christian faith

To provide programs which promote ethnic and cultural understanding

To provide professional counseling and health care services for students

To create a residence life program which encourages personal growth and fosters a living out of the Life Together Covenant

To provide safe, attractive, and comfortable housing facilities for students

To provide wellness programs, experiences, and information which help students to live healthy and balanced lives

To provide a campus community which is safe and secure for students

To provide orientation services that will aid students in their transition to Taylor University and college life

To enhance the overall educational experience of students through development of, exposure to, and participation in social, cultural, intellectual, recreational, athletic, and leadership programs

To assist students with career planning that will result in professional preparation for placement

ADMISSIONS

Through the Office of Admissions, prospective students may obtain information on how to become involved in Taylor's unique educational experiences which weave together scholarship in the liberal arts tradition, Christian commitment and awareness, and concern for career development.

Secondary School Preparation

Applicants to Taylor University should have graduated from an accredited secondary school and present satisfactory aptitude test scores. Aptitude test scores are used to help interpret a student's high school transcript, the primary document in the evaluation of academic potential. Recommendations from a guidance counselor and pastor are important, as are a student's achievements in co-curricular activities, but none of these is an acceptable substitute for academic achievement. Applicants should have pursued a challenging college preparatory course load including each of the following:

English	4 years
Mathematics	3-4 years
Laboratory Science	3-4 years
Social Science	2 years
Foreign Language	2 years recommended

Also encouraged are introductory courses in music and art, skill courses in typing/keyboarding, and basic computing.

Required credentials include the application form, a written personal testimony, high school transcript (GED may also be accepted), recommendations from

a guidance counselor and pastor, and aptitude test scores (either SAT I or ACT). For test scores to be considered official, they must be sent to the Admissions Office either through the high school guidance counselor or from the College Entrance Examination Board or the American College Testing Service. A personal interview may be requested by the dean of admissions.

Specific admissions requirements may be obtained from the Admissions Office.

Application Procedures

Students may apply to Taylor University anytime after the completion of their junior year. They should apply *early* in the academic year preceding their desired enrollment. Application materials may be requested by phone or by writing the Amissions Office, Taylor University, 500 West Reade Avenue, Upland, Indiana 46989-1001.

Taylor University desires a diverse student body to enhance the educational environment. In order to achieve this goal, the university has established an early acceptance procedure. All applicants will be evaluated to determine eligibility for early acceptance.

Early acceptance may be granted to applicants who demonstrate exceptional academic ability or qualify for reserved positions in selected areas and meet all admission requirements. These admission decisions are made by the Admissions Office on a rolling basis as openings are available. A personal interview is also required to be eligible for early acceptance.

The regular admissions track is occupied by students who meet all admissions requirements, but were not granted early acceptance. The Admissions Office will notify these students that they have been placed in regular admissions and that an admission decision will be made by February 15 of the enrollment year.

Once a student has been accepted, a matriculation fee of $200 secures a place in the student body and begins the housing process. The matriculation fee should be mailed directly to the Admissions Office. The housing application form will be mailed by the Center for Student Development.

Included in the $200 matriculation fee is $150 toward tuition and a $50 housing deposit. Students not living in university housing pay a $150 matriculation fee. All new students are required to live on campus unless they are commuting from their parents' home.

Students enrolling for the fall term may pay their matriculation fee anytime after they have been accepted. A new or readmitted student who cancels prior to May 1 will receive a full refund.

Students enrolling for the spring term may pay their matriculation fee anytime after they have been accepted. A new or readmitted student who cancels prior to November 1 will receive a full refund.

Students enrolling for summer school will pay a matriculation fee of $20. A new or readmitted student who cancels prior to the first day of classes will receive a full refund.

All refund requests must be submitted in writing.

Transfer Students

Transfer students must submit the standard application form, a high school transcript, a pastor's recommendation, and an official transcript from each institution previously attended. Generally, a B average is required. In addition, Taylor's Transfer Verification Form, which includes a request for a report of good standing, must accompany the transcript from the *last* college attended. The Transfer Verification Form is available from the Admissions Office. Standardized test scores are not required if a full term of college work has been successfully completed.

See page 34 for information regarding the transfer of credit to Taylor University.

International Students

International students desiring admission should write to the Admissions Office for special instructions.

Tuition-Free Summer Programs

Taylor offers two tuition-free summer programs for high school students who have completed their junior year. These programs are conducted during Summer Session II. One program is for children of alumni, and the other is for honor students. Students may enroll for up to six hours of college credit to be held in escrow until their high school graduation. Contact the Admissions Office for further information.

Advanced Placement and Credit

To seek advanced standing or college course credit, an applicant may take an Advanced Placement examination administered by the College Entrance Examination Board. Students who have passed an Advanced Placement examination may be eligible for placement at the next level of the college sequence and may receive college credit if the overall quality of their performance merits such recognition. Score levels vary between subjects; score levels considered passing may be obtained from the director of testing.

Advanced credit may also be gained through the subject exams of the College-Level Examination Program (CLEP). Complete information regarding advanced placement may be secured from the director of testing.

Requests for additional information should be addressed to

Director of Admissions
Taylor University
500 West Reade Avenue
Upland, IN 46989-1001
1-800-882-3456

FINANCES AND FINANCIAL AID

Student Expenses

Students attending Taylor University are paying only a part of the actual *cost* of education. Each student receives an educational subsidy to the extent that the amount billed is less than the institution's cost of providing the educational experience. Income from contributions, earnings on the endowment, grants, and other sources offsets the total cost of a Taylor education in the determination of student costs.

The college reserves the right to increase rates if and when necessary.

Annual Costs

Please refer to the Taylor University Tuition and Fee Schedule for the current costs for an academic year.

Other Charges (subject to change)

Certain other charges are assessed for courses requiring private or special instruction and for administrative costs for special services and transportation.

Advance Payment

All returning students are required to pay an advance payment of $100 to secure their registration for fall semester. Advance payment is due by June 1. Refund of the $100 advance payment to returning students will be granted as follows: through June 30, full refund; July 1-14, $75; July 15 and after, no refund.

Advanced Placement Examination

A $25 recording fee is assessed per course for which advanced standing or college credit is awarded.

College Level Examination Program

An examination fee of $35 is charged for each test administered, and a $25 recording fee is assessed for each course for which college credit is granted.

Special Materials

Certain classes may require the student to purchase materials for specific projects or may require a basic materials charge. These costs will vary by course and cover only the materials used by the individual student.

Graduation Fee

A graduation fee of $60 is charged to all candidates for graduation and is included in the cost of the senior year. It includes the diploma, cap and gown, and other graduation expenses.

Student Insurance

Taylor University provides a student insurance program which is available to all students. The program is not mandatory although students are encouraged to participate in it. Coverage is available for single students, for husbands and wives, and for families. Rates are available upon request from the Business Office.

Late Registration

A reinstatement fee of $25 is charged to returning students who have not registered by the end of the registration period.

Payment of Bills

The bill for fall semester is mailed to each preregistered student, with a copy to the parent(s), at least three weeks prior to the beginning of the fall term. Charges for interterm will be included on the billing for spring term which is mailed two weeks prior to the beginning of interterm. Preregistered students are required to make the minimum payment two weeks prior to the first day of spring semester. To be enrolled in classes, students not preregistered must make the minimum payment on the day they register.

Payment of the amount due for each term may be handled in one of the following ways:

(a) Payment in full: Required of all full-time students unless option b, c, or d below is secured. Payment in full is required of all students carrying six hours or less.

(b) Minimum payment: One half of the net amount due (i.e. charges minus estimated financial aid listed on the invoice) must be paid two weeks prior to the start of the semester. The remaining balance will be due the last working days of October and March

Withdrawals to the end of	Tuition	Room	Board
First week through Monday	90%	Prorated	Prorated following the first week-end of the term
Second week	90%	Nonrefundable	Prorated
Third week	75%	Nonrefundable	Prorated
Fourth week	60%	Nonrefundable	Prorated
Fifth week	45%	Nonrefundable	Prorated
Sixth week	20%	Nonrefundable	Prorated

respectively. Any balances which are not paid by the due date will be subject to an interest charge of 13% annually. The fee for using this option is $50 per semester.

(c) Academic Management Service (AMS): This method of payment provides for monthly payments beginning in May, June, or July in anticipation of fall enrollment. There is a nominal one-time fee, and there are no interest charges for this service. Full AMS guidelines are available from the Business Office.

(d) Special arrangements: Hardship cases must be worked out in writing in advance with the Controller's Office.

Additional information may be found in the Tuition and Fees Schedule. This publication is available in the Controller's Office.

A charge will be made for collection of overdue bills. If permission has been granted for a delay in the completion of the final payment due each term, an interest charge of 13% annually will be added.

All accounts must be paid in full before a student can complete the process of registration for the next academic semester or receive transcripts or diplomas.

Taylor University Emergency Loan

Short-term loans are available which permit a student to borrow up to $300 for a period of 60 days.

Withdrawal Procedures

Withdrawal forms may be secured from the receptionist in the Office of Student Development.

In cases of withdrawal of full-time students from the university, refunds of student charges for tuition, room, and board are based on the following schedule (exceptions may apply to first-time students receiving financial aid):

Basic fees are nonrefundable. There is no refund for withdrawals after the end of the sixth week.

Less than full-time students are refunded 100% of tuition during the first three weeks of school. No tuition is refunded after three weeks. Room and board refunds follow the chart above.

Refunds are based on the total term bill and on the date the official withdrawal form is completed. The matriculation fee and housing deposit will be forfeited for students who complete registration but must withdraw before attending classes. Any deviations from the refund policy are at the discretion of the vice president for academic affairs and the vice president for student development and services.

If a student is receiving financial aid, funds will be returned to the aid source(s) according to the Taylor University Refund and Repayment Policy. Copies of this policy are available upon request from the Office of Financial Aid.

Financial Aid

The financial aid programs at Taylor recognize that it is the basic responsibility of students and their families to finance a college education. However, the rising cost of education has made it necessary for many students to enlist financial assistance outside their personal resources. Financial aid can help many qualified students attend Taylor regardless of financial circumstances.

The financial aid programs offer assistance to students in need in the form of scholarships, grants, loans, and employment. Financial aid is awarded primarily on the basis of financial need, except in the case of merit scholarships which require superior academic achievement and ability. If the student's aid package is based on financial need, the total aid package (including merit and outside scholarships) cannot exceed the student's financial need.

Financial need is defined as the difference between a family's resources and the total cost of attending college. If there is a difference between the total cost of attending Taylor (including all tuition, fees, room, board, books, supplies, and personal expenses) and the ability of the family to meet these educational costs, the student is determined to have financial need. An evaluation of financial need will include consideration of the parents' and student's income and assets, family size, and number of family members in college.

To determine the extent of the student's financial need and the family's ability to pay for educational expenses, Taylor uses the Free Application for Federal Student Aid (FAFSA) and the Taylor University Institutional Aid Application. An analysis of these statements yields the amount that the family is expected to contribute.

It should be noted that many aid programs require that a student be enrolled full-time (minimum of 12 credit hours per semester). Students who plan to enroll on a part-time basis should consult the director of

financial aid about the availability of financial aid programs.

To continue to receive financial aid, a student must reapply each year. To maintain eligibility for financial aid, a student cannot be on extended academic probation and must meet the criteria established in the Taylor University Satisfactory Academic Progress Policy. Copies of this policy are available upon request from the Office of Financial Aid.

How to Apply for Financial Aid

Students should begin the application process for financial aid as soon as possible after January 1. Those only interested in merit-based programs need not submit any financial aid forms. The Financial Aid Office automatically awards merit-based scholarships after receiving the students' SAT scores and class rank information from the Admissions Office.

In order to receive need-based financial aid, these steps must be followed:

1. *Be accepted for admission* to Taylor University. Students may apply for financial aid prior to their acceptance at Taylor, but financial aid will not be awarded until acceptance is finalized. Please note: Transfer students must indicate Taylor University as a recipient of their FAFSA information and have their financial aid forms postmarked by March 1.
2. *Complete the Free Application for Federal Student Aid* (FAFSA) as soon as possible *after January 1,* and mail it to the processor. *Also complete the Taylor University Institutional Financial Aid Application,* and send it directly to the university's Office of Financial Aid. *Both forms must be POSTMARKED by March 1 in order to be considered for need-based institutional aid.* A receipt of mailing should be acquired from the post office as proof of postmark. Students whose forms are postmarked after this date will only be eligible for the Federal Stafford Loan, Federal Pell Grant, Federal PLUS funds, and nonneed merit-based aid.
   a. FAFSAs may be picked up in high school counseling offices or university financial aid offices. The Taylor University institutional form is only available from the Taylor Office of Financial Aid.
   b. In order to avoid unnecessary delays in processing, the Taylor Financial Aid Office strongly recommends that a family complete income tax returns before completing the FAFSA. However, if this is not possible, the FAFSA must be completed using estimated tax information in order to meet the deadline.
   c. The release of information to Taylor University should be clearly requested on the FAFSA.
   d. Students desiring scholarships or grants from the states of Indiana, Pennsylvania, Vermont, or Massachusetts must request that their FAFSA information be released to the appropriate state agency. There may be additional forms required in order to receive state aid. Please check with your high school guidance officer regarding which forms are required by your state.
   e. *In order for Indiana residents to be considered for state aid, their FAFSA must be postmarked by March 1.* No other form is required.
3. Submit a financial aid transcript from each previously attended college (even if you did not receive financial aid at that college).

In order to receive timely consideration in the awarding of financial aid, please submit the indicated forms, and respond promptly to requests for any additional information or documentation.

Merit-Based Awards

President's Scholarship: Requires minimum SAT verbal of 500 and composite of 1250 plus rank within the top 10% of the high school class; renewable if student maintains 3.2 GPA. Amount: $1,500 regardless of need, or $3,000 if financial need is demonstrated.

Dean's Scholarship: Requires minimum SAT verbal of 450 and composite of 1150 plus rank within the top 15% of the high school class; renewable if student maintains 3.2 GPA. Amount: $750 regardless of need, or $1,500 if financial need is demonstrated.

Class Merit Awards: Given to the top 15 students, by GPA, in each grade level who are not already receiving a renewable Taylor University merit scholarship. Awards range from $500/year to $1,000/year.

Taylor University National Merit Scholarships: The university accepts up to four National Merit Finalists per year. Awards range from $500/year to $2,000/year.

Need-Based Awards

(as determined by the FAFSA and institutional aid application)

Church Matching Grant: Taylor University matches 100% of a church's gift to a student, with Taylor's maximum match totaling $750.

Taylor University Gift Grant: Given to students with financial need who meet individual criteria as stipulated by donors. This may include specific major, GPA and/or area of residence. Total aid package may not exceed financial need.

Taylor General Grant: Financial need is the only criterion. These awards are in addition to loans and earnings from work study.

Taylor University Loan: Maximum loan is $1,500/year according to financial need; repayment with a 7% interest rate begins six months after the student leaves school.

This long-term, low-interest loan program is designed to assist students who demonstrate financial

need as determined by the FAFSA and institutional aid application. Repayment and interest on this loan begin after a student ceases to be enrolled on at least a half-time basis at Taylor. These loans made possible through the generous contributions of friends of Taylor are listed below:

Bourquard-Caffray Student Loan Fund
Roger Brague Compton Loan
Computer and System Sciences Department Loan Fund
Rev. and Mrs. Harold Dakin Memorial Loan Fund
Daniel Dame Student Loan
Nelva Snider Dober Loan Fund
G. Harlowe Evans Student Loan Fund
General Loan
Giggy Memorial Student Loan
Indiana Federation of Clubs Fund
International Loan
Peavy-Barnett Student Loan
Raymond E. and Garnet I. Rice Memorial Student Loan Fund
Schleicher-Utley Student Loan Fund
ServiceMaster Student Incentive Loan
Robert M. and Arthur D. Stewart Memorial Loan Fund
Elmer H. Stockman Loan Fund
Elizabeth Studabaker Student Loan Fund
Taylor Student Organization Loan Fund
Linton A. Wood Student Loan Fund

Taylor University Employment: A student generally must demonstrate financial need. Exceptions include personnel assistants in residence halls or students who possess required skills such as computer knowledge.

Other Available Awards

Christian Leadership Scholarship: Thirty high school seniors are selected each year on the basis of academic achievement and demonstrated leadership abilities. Scholarship competition is held in conjunction with the fall High School Leadership Conference. Three students receive 80% of tuition; nine students receive 40% of tuition. This scholarship is renewable with a 3.0 GPA and continued involvement in specified leadership activities. The other 18 contestants receive a one-year 10% of tuition award.

Enrollment Awards: These awards of varying amounts are given to students who demonstrate exceptional ability in music, drama, or athletics.

Church Matching Grant: Taylor University matches 50% of a church's gift to a student, with Taylor's maximum match totaling $250.

Miscellaneous Scholarships

There are a number of scholarships available through the generous contributions of friends of Taylor. Students applying for financial aid are automatically considered for these scholarships. A complete listing is shown below:

Alumni Scholarship
Mary Rose Apple Scholarship
Rev. Alfred H. Backus Memorial Scholarship
Bahamian Student Scholarship
Steve Barnett Award
Robert and Margart Behnken Scholarship
Benjamin Family Merit Scholarship
Evan Bergwall Scholarship
Beverly Enterprises Scholarship
Bowker/Kuhne Foundation Scholarship
William and Margaret Braden Scholarship
James M. Bragan Memorial Scholarship
Arland V. Briggs Scholarship
Virgil and Gladys Broyles Memorlal Scholarship
Business, Accounting, Economics Department Achievement Award
Business Incentive Scholarship
Charlotte Knox Canida Award
Charles W. Carter Award
Carter Philosophy Memorial Scholarship
Lena Chalfant Memorial Grant
Chemistry Department Scholarship
Chi Alpha Omega Scholarship
Christian Women in Business Scholarship
Class of 1941 Scholarship
Wilbur Cleveland Scholarship
James Coburn Track Award
John Baxter Coffey Scholarship
Communication Arts Scholarship
Computer Science Merit Scholarship
Raymond and Marjorie Cooper Scholarship
Marion L. Crawley Award
Rose Stanley Cozzens Award
Deich Scholarship
Dillon-Long Scholarship
John Ellis Scholarship
G. Harlowe Evans Chemistry Scholarship
Frank and Nettie Flickinger Memorial Scholarship
Rev. Jesse Fox Memorial Scholarship

Friendship Guild Scholarship
Howard and Ann Garver Music Scholarship
George Glass Scholarship
Aileen Gortner Memorial Scholarship
Grace Educational Assistance Grant
Granitz-Nelson Award
Grant County State Bank Scholarship
Gladys M. Greathouse Speech and Drama Scholarship
Jeanette Groff Music Scholarship
Lowell and Virginia Hatfield Scholarship
Elaine Heath Memorial Music Scholarship Fund
J. Arthur Howard Scholarship
International Student Scholarship
Alyce C. Isaacsen Award
B. Isely Memorial Scholarship
Fern Jackson Scholarship
Abram Jaggers Memorial Scholarship
Andrew Jarboe Memorial Scholarship
Charles H. and Wilma Dykeman Jennings Memorial Scholarship
Robert Johnson Scholarship
David Jones Memorial Scholarship
Vickie George Kawano Scholarship
Lange Scholarship
Hazel Lamott Memorial Scholarship
T.S.O. Leadership Scholarship
Herbert and Jennie Lee Scholarship
Mrs. Veryl Macy Scholarship
Math Alumni Scholarship
William C. McClennan Memorial Award
Rosselle McKinney Scholarship
Willard McLaughlin Memorial Scholarship
Paul and Evelyn Mendenhall Scholarship
Robert and Coleen Midwood Scholarship
Phillip J. Miller Memorial Scholarship
Betty Mitchell Art Scholarship
English Bonter Mitchell Grant
William Mitchell Memorial Scholarship
Luella Moore Memorial Scholarship
Sammy Morris Memorial International Student Scholarship
Paul A. Mortenson Scholarship
Muncie District-United Methodist Church Scholarship
Mutual Security Life Insurance Company Scholarship
James and Sandra Nassar Scholarship
Brad Newlin Memorial Scholarship
Diane Newman Memorial Scholarship
Lee Norvelle Scholarship
Walter and Anna Skow Oliver Memorial Scholarship
Grace D. Olson Memorial Scholarship
Physics Alumni Foundation Scholarship
Pikes Peak Memorial Scholarship
Elisabeth Poe Scholarship
Poplar Run Church Memorial Scholarship
Lucile Popp Scholarship
Precision Scholarship
Patricia A. Priess Memorial Scholarship
Quinn Scholarship
Reade Center Faculty and Staff Scholarship
Reader's Digest Foundation Scholarship
Milo A. Rediger Scholarship Fund
Rediger-Vernier Alumni Department Scholarship Fund
I.N. Ritenour Scholarship
Religion and Philosophy Scholarship
Donald Leon Roye Memorial Scholarship
Donald Ruegsegger Award
Don and Shirley Ruegsegger Fund
Francis Schaeffer Memorial Scholarship
Science Faculty Scholarship
Gerald J. Seagley and Waunetta B. Seagley Scholarship
Second Center Olson Scholarship
Lon and Ruth Setser Music Scholarship
Alice Shippy Alumni Award
Cleo H. Skelton Scholarship
Barry W. Smith Social Work Scholarship
Peggy Smith Memorial Award
Miriam B. Squires Scholarship
Leon and Alma Stanley Memorial Scholarship
William J. Stapleton Memorial
Steyer Memorial Scholarship
Robert L. Stoops Memorial Scholarship
Marvin and Mary Ella Stuart Scholarship
John Summers and Son Memorial Scholarship
Taylor University Alumni & Lilly Employee Scholarship
Taylor University Association of Business Students Scholarship
Taylor University Parents' Association Scholarship
Taylor-Alabama Scholarship
Wallace Scholarship
Naomi and Russel Weber Scholarship
R.R. Weed Memorial Scholarship
Wengatz Missionary Kid Scholarship
Richard E. Whitenack Memorial Scholarship
Scott Winder Memorial Scholarship
Joseph H. Yoder Memorial Scholarship

New Scholarships

Donors wishing to establish scholarships may contact the Office of University Advancement.

Music Scholarships

A student majoring in music may apply for any of the several music scholarships which are awarded to students who display special talent with musical instruments or voice and who show promise of superior accomplishments in this field. Students interested in applying should contact the chair of the Music Department.

Federal Aid

Anyone may apply for federal aid by completing the FAFSA.

Grants

Federal Pell Grant
- —is based on financial need as determined by the FAFSA
- —offers a maximum $2,300/year (amount subject to change on yearly basis)

Federal Supplemental Educational Opportunity Grant
- —is based on financial need as determined by the FAFSA; replaces Taylor General Grant
- —provides a maximum $4,000/year

Loans

Federal Perkins Loan
- —is based on financial need as determined by the FAFSA
- —loans a maximum of $1,500/year according to financial need
- —requires beginning repayment nine months after student leaves school
- —charges a 5% interest rate
- —is awarded through Taylor University; must be signed for every semester it is received

Subsidized Stafford Loan
- —is a bank loan and a separate application must be completed.
- —is based on financial need as determined by the FAFSA

— loans a maximum of $2,625/year for freshmen, $3,500/year for sophomores, and $5,500/year for juniors and seniors depending on financial need
— requires beginning repayment six months after student leaves school
— has a variable interest rate, capped at 8.25%
— is available through applications provided by the Financial Aid Office
— must be applied for in the Financial Aid Office by July 1 to insure disbursement for the August payment

Unsubsidized Federal Stafford Loan
— is not based on financial need
— requires interest payment from the student from the date of disbursement
— operates otherwise same as subsidized loan
— cannot exceed maximum loan limits when combined with a subsidized loan

Federal PLUS (Parent Loan)
—is a bank loan and a separate application must be completed
—is not based on financial need
— may not exceed cost of attendance minus other aid
— allows payments on principal but not payments on interest to be deferred while the student is in school
— has a variable interest rate capped at 9%
— may be sought via the Financial Aid Office

Work

Federal Work Study
— is based on financial need as determined by the FAFSA
— allows $1,500 maximum earning per year

State Aid

Indiana

Higher Education Grant
— is based on financial need as determined by the FAFSA
— provides a maximum $1,441/year (amount subject to change on yearly basis)

Freedom of Choice Grant

— is based on financial need as determined by the FAFSA
— offers a maximum $1,990/year (amount subject to change on yearly basis)

Other States

Pennsylvania, Massachusetts, and Vermont state grants
—are awarded to students even if they attend out-of-state colleges
— are based on financial need as determined by the FAFSA and/or on additional form

Additional Information

A detailed brochure on financial aid is available upon request. Specific questions about financial aid should be addressed to

Director of Financial Aid
Taylor University
500 W Reade Ave
Upland, IN 46989-1001
(317) 998-5358
1-800-882-3456

ATHLETICS

Mission

The university recognizes and accepts the educational, social, and promotional impact the athletic program has on the institution and its constituency. Athletics is an integral part of the "whole person" education at Taylor University. The athletic program complements the institution in its mission of "educating men and women for lifelong learning and for ministering the redemptive love of Jesus Christ to a world in need."

The total development of the student athlete is paramount in the organization and implementation of the athletic program. Participation in intercollegiate athletics provides an area whereby the student athlete may be developed, tested, and encouraged to achieve maximum physical, emotional, intellectual, and spiritual potential. The goal, through competition, is to assist and support student athletes in their understanding of a Christian response to fundamental human experience.

Sports

Intercollegiate sports for men include baseball, basketball, cross country, football, golf, soccer, tennis and track and field. Women compete in basketball, cross country, softball, tennis, track and field, and volleyball.

Affiliations

The men and women compete in the Mid-Central Conference (MCC). The MCC consists of Bethel, Goshen, Grace, Huntington, St. Francis, Indiana Wesleyan, Marian, and Taylor, all Indiana colleges. Taylor also holds membership in the national Association of Intercollegiate Athletics (NAIA), and the National Christian College Athletic Association (NCCAA).

Intramurals

The intramural sports program is offered by the Department of Physical Education to provide a wide variety of activities for meeting the recreational and competitive needs of the entire Taylor student body. Team events include both a men's and a women's

league; coed competition is offered in selected events, and individual events are organized for men and women.

STUDENT DEVELOPMENT

The student development program is designed to embrace a diversity of interests and to use that diversity to challenge and strengthen the minds and spirits of each member of the student body.

The student's "whole person" development is enhanced by programs specifically designed to enrich and support the classroom experience. The residence life program is based on a wellness model which includes the spiritual, intellectual, emotional, physical, social, and vocational dimensions of a student's life. Additional programs are in place for leadership activities, ministries, career development, counseling, orientation, health service, and campus safety.

Each member of the Taylor community commits him/herself to the following community life expectations:

Community Life at Taylor University

Taylor University is a community of Christians who are united in the pursuit of academic progress, personal development, and spiritual growth. Participation in the university community is based on the foundation of commitment to the Lordship of Jesus Christ. Together we seek to honor Him by integrating faith and learning while our hearts and lives reflect the process of maturing in Christ.

The purpose of the Life Together Covenant is to identify the expectations for participation in our community that will assist us in living together and in meeting institutional objectives. We acknowledge that it is impossible to create a community with expectations which are totally acceptable to every member. Nevertheless, certain expectations must be specified to assure orderly community life. When individuals join the Taylor community, they freely and willingly choose to take upon themselves the responsibilities outlined in the Life Together Covenant.

Assumptions

1. Loving God and being accountable to Him are the primary motivations for Christian relationships and behavior.
2. The Bible is our authority; it provides the essential teachings and principles for personal and community conduct.
3. God through the Holy Spirit places in every believer the inner resources and attributes to minister to others through supportive relationships.

Responsibilities for Relationships

Living in daily fellowship with other Christians is a privilege and an expression of God's grace. In recognition of this privilege, great value is placed on the quality of relationships in our community. We acknowledge that we are living in a fellowship where we are dependent on and accountable to one another.

Within our community, the greatest expression of fellowship and the highest principle for relationships is love.

We should love one another. This is how we know what love is: Jesus Christ laid down His life for us. And we ought to lay down our lives for our brothers... let us not love with words or tongue but with actions and in truth. Since God so loved us, we also ought to love one another. Whoever loves God must also love his brother (I John 3:11-16, 18; 4:11, 21 NIV).

For the purpose of our community we have identified the following specific expressions of love as being among the most desirable in our relationships.

Edification

We expect each member of the community to strive consciously to maintain relationships which support, encourage, and help others.

We who are strong ought to bear with the failings of the weak and not to please ourselves. Let each of us please his neighbor for his good, to build him up (Romans 15:1-2 NIV).

Bearing with One Another

Because of our humanness, difficulties in relationships can occur. In such cases, we are to respond as the Scripture states,

. . . clothe yourselves with compassion, kindness, humility, gentleness and patience. Bear with each other and forgive whatever grievances you may have against one another (Colossians 3:12 NIV).

Burden Bearing

We are responsible to come alongside those experiencing grief, discouragement, illness, tragedy, or other personal trial. Expressions of bearing one another's burdens include comfort, encouragement, consolation, and intercession.

Speaking the Truth in Love

A community such as ours can be strengthened by speaking the truth to each other with love. Problems in relationships and behavior can be resolved constructively by confronting one another in an appropriate spirit. If the welfare of the one being confronted is paramount and if the confronter is acting in love, the process can produce growth.

Reconciliation, Restoration, and Restitution

Healing broken relationships is necessary for a healthy community. When relationships have been harmed, regardless of the reason, individuals are expected to reach out to one another, to forgive one another, to restore relationships, and to make restitution. II Corinthians 5:15-19 NIV states,

. . . and He (Christ) has given us the ministry of reconciliation . . . and He has committed to us the message of reconciliation.

Implementing the above expression of love in relationships requires continual effort and sensitivity to others. Relationships of this quality enrich our lives, honor God, and assist in meeting the goals of the university.

Responsibilities for Behavior and Attitudes

Biblical Expectations

Scripture teaches that certain attributes are available to individuals through the Holy Spirit. These attributes include *love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. Against such things there is no law* (Galatians 5:22-24 NIV). These fruits of the Spirit are to be sought, encouraged, and demonstrated in our relationships.

In contrast to encouraging these positive attributes of the heart, Scripture condemns attitudes such as greed, jealousy, pride, lust, and hatred. Although these attitudes are sometimes difficult to discern, they can hinder relationships with God and others and lead to unacceptable behavior.

Certain behaviors are expressly prohibited in Scripture and therefore should be avoided by members of the university community. They include theft, lying, dishonesty, gossip, slander, backbiting, profanity, vulgarity (including crude language), sexual promiscuity (including adultery, homosexual behavior, premarital sex), drunkenness, immodesty of dress, and occult practices.

In keeping with scriptural admonitions to bring ourselves under the authority of government, members of the Taylor University community are expected to uphold the laws of the local community, the state of Indiana, and the nation. An exception would be those rare occasions in which obedience to the civil authorities requires behavior that conflicts with the teaching of Scripture. On such occasions, each individual will submit voluntarily to the civil penalty for his behavior. Behavior resulting in civil arrest on or off campus is subject to review within the university's disciplinary procedures.

University Expectations

In addition to subscribing to biblical expectations, members of the Taylor University community voluntarily commit themselves to the following standards of behavior. This commitment results from the conviction that these standards serve the good of the individual as well as the institution. These standards are not set forth as absolutes or as an index of Christian spirituality but rather as expectations of this community. Because of the importance of trust in and responsibility to one another, violations of these standards are regarded as a serious breach of integrity within the community.

The following standards apply to students, faculty, and administrators at Taylor University:

1. Members of the community are expected to observe the Lord's Day (Sunday) by attending worship services at a church of their choice. Sunday is a day set apart primarily for worship, fellowship, ministry, and rest. While activities such as recreation may be a part of the day, business as usual relative to university programs and services will not be sanctioned or encouraged except where absolutely necessary.
2. Corporate worship, fellowship, and instruction are essential for campus community goals. Therefore, students, faculty, and administrators are expected to attend chapel. Regular attendance is understood as a mature response to these community goals. The attendance policy is not a voluntary one; it is dependent upon individual honor and allows three or fewer absences each term. In addition, members of the community are encouraged to participate in university-related religious activities as well as those of their own church.
3. The community recognizes the danger to one's physical and psychological well-being in the use of certain products. Therefore, members of the community are to refrain from the use of tobacco in any form, alcoholic beverages, hallucinogenic drugs and substances (including marijuana) or narcotics not authorized by a physician. Under no circumstances are the above to be used, possessed, or distributed on or away from campus. Members are expected not to abuse the use of legal substances.
4. Gambling (exchange of money and goods by betting or wagering) is viewed as an unwise use of God-given resources and therefore is not acceptable in any form.

5. Because a significant number of evangelical Christians view social dancing as a morally questionable activity, social dancing is not permitted on or away from campus. However, acceptable forms of expression in the academic program may include sanctioned folk dance, ethnic games, and the use of choreography in drama, musical productions, and athletic events.
6. Because of our concern for the worth and dignity of persons, each member of the community is expected to be sensitive to special needs existing in our society and on our campus. Therefore, discrimination against others on the basis of race, national origin, sex, or handicap is not acceptable.
7. Any kind of demeaning gesture, threat of violence, or physical attack directed toward another person will not be tolerated. Vandalism of property is also unacceptable.
8. The university urges its members to be selective in their choices of entertainment and recreation. Activities and entertainment that are of questionable value or diminish a person's moral sensitivity should be avoided.
9. The pornography industry exploits people. Further, the use of the industry's products is immoral. Therefore, pornographic materials are not to be used, possessed, or distributed on or away from campus.
10. Consideration for others and standards of good taste are important to Taylor; therefore, all activities should be limited by this principle.
11. Members of the community are subject to the demands of academic integrity such as honesty and giving credit to sources.
12. Compliance with day-to-day policies and procedures of the community is expected from members. These routine items are listed in the *Student Life Handbook*, the *University Catalog*, and the *Taylor University Faculty and Administrative Handbook.*

The intent of this covenant is to identify expectations that assist Taylor University in functioning as a Christian community and in achieving its goals as an institution of higher learning. The statement addresses relationships and behavior. These emphases are parallel and vital to the quality of our experience together. The behavioral portion of the statement includes standards that are specific to the university. These standards are important to our community and must be consistently maintained to assure a proper climate for learning. Nevertheless, these standards must be kept in perspective with the biblical responsibilities for relationships and behavior.

The book of Colossians provides an appropriate summary of the goals for our community:

Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience. Bear with each other and forgive whatever grievances you may have against one another. And over all these virtues put on love, which binds them all together in perfect unity. Let the peace of Christ rule in your hearts, since as members of one body you were called to peace. Let the word of Christ dwell in you richly as you teach and admonish one another . . . And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God . . . (Colossians 3:12-17 NIV).

Students are responsible for implementing the relational and behavioral expectations listed above when the university is in session, when they are part of a university program, or when they are living in university-approved housing.

Because the policies of the university are not intended to infringe upon the government of the home, resident students who are home for vacation or the weekend are assumed to be a part of that family unit and under the direction of their parents. Students who commute from the homes of their parents are expected to abide by these policies except when university regulations conflict with the governance of the home.

Residence Life

Taylor University is a residential campus with a strong emphasis on community living. The mission of the residence life program is to create an environment which fosters the basic values of Christian community. The residence halls serve as living-learning centers where students are challenged to learn, grow, and apply their faith through interaction with their neighbors.

Housing

As living-learning centers, residence halls at Taylor are designed to fulfill two goals: first, to provide a community living experience through which students are exposed to a variety of learning opportunities which go beyond the scope of their chosen courses; second, to provide safe, comfortable, and attractive physical facilities and professional staff to assist students in developing a high degree of self-direction and responsible citizenship. Residence hall directors are educators, counselors, and members of the faculty.

Housing Deposit

Students who have been admitted to Taylor University and have paid the $200 matriculation fee will receive residence hall application material from the Center for Student Development. This material is to be completed and returned to the Center for Student Development. Students who have paid a matriculation fee for interterm or spring term will routinely receive a housing assignment in the mail approximately six weeks prior to their arrival on campus. Of the $200 matriculation fee, $50 is applied

toward a housing deposit and is returned when a student leaves college or cancels on acceptance (note the refund policy). Charges for damage to residence hall property and other university-administered facilities are deducted from this housing deposit.

The matriculation fee plus the application for housing must be made before residence hall space will be reserved.

Residence Requirements

All single undergraduate students must live in a university-owned residence hall or in the home of their parents. Juniors and seniors may apply to live in university-approved off-campus housing. Approval to live off-campus is granted only to the number of students enrolled who cannot be accommodated in the residence halls. All transfer students are required to live in the residence halls for a minimum of one semester. Exceptions will be considered by the student development staff upon application in writing to the Center for Student Development. Only cases of need, such as unusual health problems certified by the university health center or significant age differential between the student and general age range of the student body, are considered.

Community Housing

University-approved community housing for upperclassmen is available for use when residence hall facilities are fully utilized. Application for such housing is made through the Center for Student Development. Students living outside the college residence halls may not change their place of residence without first receiving permission from the Center for Student Development. All students are expected to observe the same regulations and have the same responsibilities which apply to resident students.

Room Assignments

Room assignments are made prior to the beginning of the fall term. Room and roommate preferences are honored within the limits of available space. The university reserves the right to assign space as it deems appropriate.

Hall Regulations

The responsibility for determining residence hall regulations rests with the residence hall staff and the Student Life Committee. Changes in regulations will be made from time to time when such changes are considered to be in the best interest of the total university community.

Room Furnishings

Residence hall rooms are furnished with window coverings, beds, mattresses, desks, chairs, and dressers.

Campus Government

Students participate in the government of Taylor University through the Taylor Student Organization, student-faculty committees, and personal interaction with faculty and administrators. The president of TSO is a member of the University Cabinet (the President's Advisory Council). The senior class president serves as a representative to the National Alumni Council.

Campus Ministries and Worship Experiences

Campus Ministries at Taylor are committed to the strategic task of helping students to develop a growing intimacy with God—knowing Him and loving Him. Chapel meets each Monday, Wednesday, and Friday and includes two weeks for spiritual renewal, a week emphasizing cross-cultural missions, and a relational enrichment week. Students are encouraged to attend a local church and a variety of Sunday evening services held on campus. The discipleship program on campus provides a student discipleship coordinator on each residence wing. An important part of this ministry is a small group program committed to the goals of Bible study, quality burden-bearing/sharing fellowship, mutual prayer, and individual group outreach projects. Campus Ministries emphasize practical experience in ministry and leadership. Taylor World Outreach (TWO) is the agency through which this is accomplished. There are eight student-led departments committed to leadership development and outreach: Community Outreach, the Discipleship Coordinator program, Habitat for Humanity, Lighthouse (sponsoring interterm mission trips), Taylor Christian Artists, World Christian Fellowship, World Opportunities Week, and Youth Conference.

Campus Safety

The Department of Campus Safety provides a variety of services to the students, faculty, and staff of Taylor University. The university employs full-time officers to provide 24-hour security and law enforcement services. The director of campus safety works in conjunction with local, state, and federal law enforcement agencies to ensure a safe campus environment. The Department of Campus Safety also oversees the campus motor pool, identification card, lost and found, emergency telephone, motor vehicle registration, and parking programs. Taylor University complies with the Crime Awareness and Campus Security Act of 1990.

Career/Leadership Development

The Career/Leadership Development Office is responsible for assisting students to ascertain their career interests and broaden their awareness of the numerous opportunities available through a liberal arts education. Updated career and job information is available on corporations, chambers of commerce, Christian ministries, agencies, and public and private schools. Assistance is provided in interviewing, resume writing, developing credential files and employment cor-

respondence, and researching organizations. This office also assists students seeking employment by scheduling recruiters for campus visits and conducting interview days off campus in conjunction with other Indiana liberal arts colleges.

Counseling Center

The Counseling Center offers a wide range of counseling services to students on a nonfee basis. Services include stress management and interpersonal skills training, therapy and growth groups, and individual counseling. These services are coordinated by the director of the counseling center. The Counseling Center is located on the lower level of the Rediger Chapel-Auditorium in the Center for Student Development.

Cultural Activities

An artist series features nationally-known performers in concerts, theater presentations, and lectures. The Communication Arts Department presents frequent dramatic productions, and the Music Department offers chorale, band, orchestra, jazz band, and senior and faculty recitals and concerts.

Health Center

Taylor University employs a part-time physician and a full-time nursing staff. The university also maintains a 10-bed health center that is open 24 hours a day. Equipment to care for most illnesses and injuries that may occur during the school year is available at the health center. Hospitalization for injuries and diseases that cannot be cared for at the health center may be arranged by the physician. Regular health services are not offered to summer school students although they may visit the physician in the health center and pay for each office visit.

Student Programs

The mission of Student Programs is to complement academic programs and other cocurricular programs of study and enhance the overall educational experience of students. The academic year at Taylor is complemented by a variety of social functions including professional entertainment, a contemporary Christian music concert series, films, banquets, special weekends (Homecoming, Parents' Weekend, etc.), and student variety and talent shows.

Multicultural Philosophy Statement

We believe in equality of all people as imbedded in biblical teachings and as an integral part of Christian commitment. We acknowledge that this is affirmed in the Constitution of the United States of America. We believe in an environment in which people can live and work cooperatively, valuing the multiple cultures from which they have come without violating institutional values. We believe in multicultural education as an interdisciplinary effort to prepare graduates who understand, appreciate, and work effectively with those who are different from themselves. We believe in global interdependence, implying the need to graduate individuals capable of functioning as global citizens.

New Student Orientation

The mission of New Student Orientation at Taylor is to provide continuing services that will aid new students in their transition to Taylor, integrate them into the life of the institution, and assist in the understanding of their own relationship to the intellectual, social, cultural, and spiritual climate of Taylor University. The program consists of Welcome Weekend and a one-credit-hour course required for all freshman students. Each fall, Welcome Weekend provides activities for every new student including special populations such as international, minority, commuter, nontraditional, and transfer students to assist in the initial adjustment to the college environment. PROBE consists of a one-credit-hour lecture series and two-hour follow-up small group discussion for the first seven weeks of each semester. Topics such as roommate relationships, stress management, time management, study skills, and career decision making are addressed.

Student Organizations

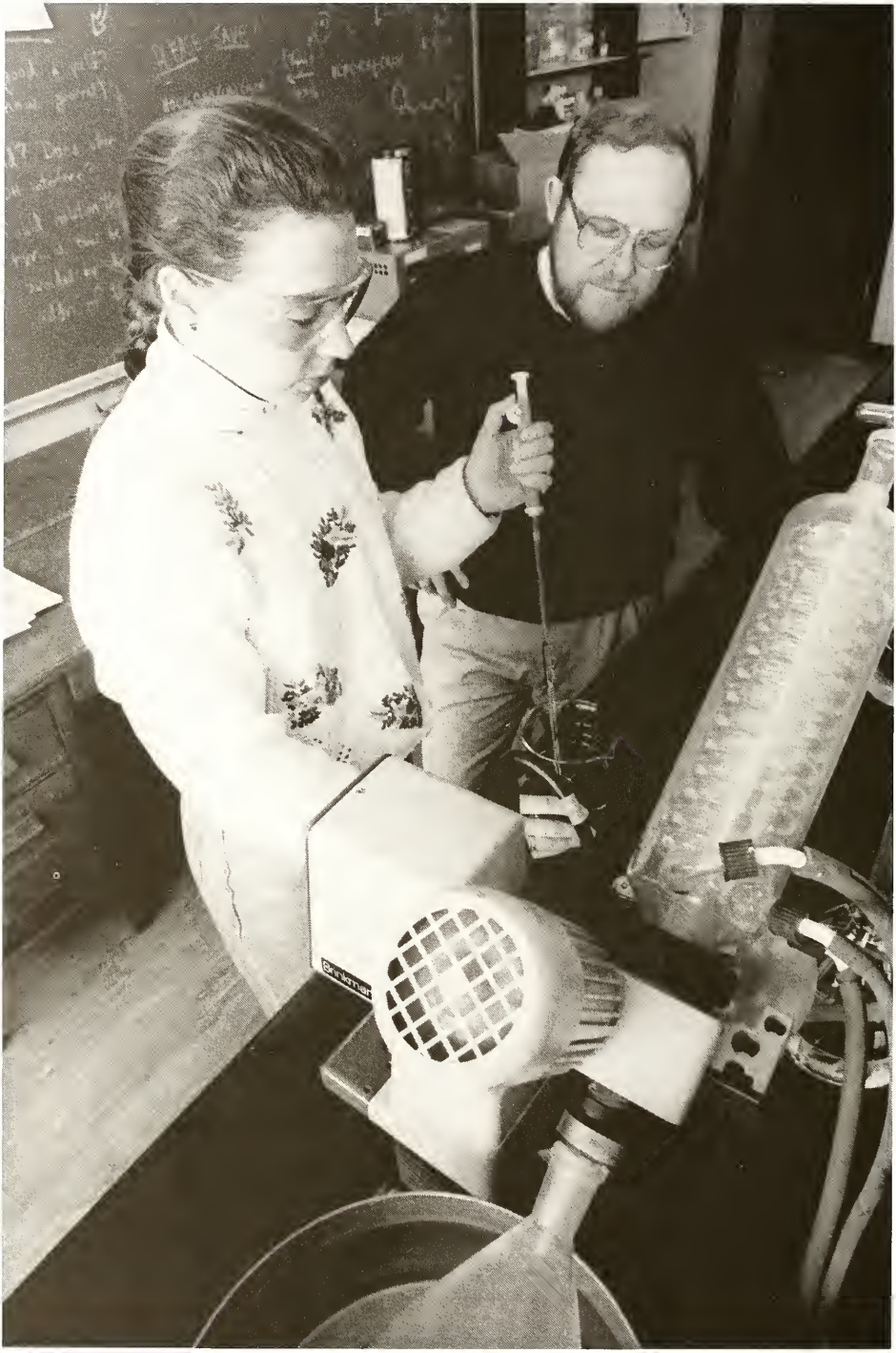
For students with specialized interests, there are various clubs with social, practical, and academic benefits. These include organizations in the natural sciences, social sciences, radio, music, languages, and preprofessional areas. There are also dramatic, athletic, cultural, and political groups which exist to add vitality to the life of the university.

Student Publications

Students with writing ability, photographic skills, or artistic skills may use them in the production of these student publications: *The Echo*, a weekly newspaper which serves as a sounding board for student views and carries news, editorials, photographs, and features; *Parnassus*, an annual literary magazine which features original work of students and faculty; and *Ilium*, the student-produced yearbook reflecting in photographs and copy an overview of the year at Taylor and highlighting the major events and people of the year.

Parents' Emergency Assistance Fund

The Taylor Parents' Organization raises financial resources each year to be allocated for student emergencies. Medical costs not covered by insurance and emergency travel in case of death or severe sickness of immediate family are two most frequent reasons for allocations of this fund. Other emergency costs are subject to review by the dean of students.



ACADEMIC REGULATIONS

Academic policies and regulations are designed by the Educational Policies Committee, approved by the faculty of the university, and administered by the vice president for academic affairs and the registrar. Intended to be rigorous and challenging, these policies and regulations are administered with individualized attention and perceptive concern for the present and future life adjustments of each student.

STUDENT CLASSIFICATION

Students are admitted to Taylor University under the following categories:

Regular Admission: Students may apply to Taylor University after they have completed their junior year. Taylor requires a SAT or ACT score, high school transcript, guidance counselor recommendation, pastor/youth pastor recommendation, and a personal testimony. Taylor will notify an applicant by February 15 of an admission decision.

Early Admission: Taylor University desires a diverse student body to enhance the educational environment of its students. In order to achieve this goal, the university has established an early acceptance procedure. Applicants who demonstrate exceptional academic ability or qualify for reserved positions in select areas and meet all admissions requirements will be offered early admission on a rolling basis as positions are available. The Admissions Office will review all applications to determine eligibility for early admission. A personal interview with an admissions counselor is required for early admission. Call 1-800-882-3456 to schedule an appointment and campus visit.

Honors Status: This classification is designed for the academically gifted. Any incoming freshman awarded this status must have a 3.5 high school grade point average, rank in the top 10% of the student's graduating class, and have a combined SAT score of 1200 or more. (ACT equivalent scores are accepted.)

Guided Status: This classification is for applicants who do not meet the minimal academic standards of regular status. Students admitted under this classification must earn a grade point average of 1.7 during the first year as a full-time student in order to remain at Taylor. A grade point average of 1.7 achieved before that time will constitute regular status. Credits earned on guided status may apply toward a degree when regular status is attained. A student may not participate in intercollegiate athletics while on guided status.

Summer School Guided Status: This classification is for applicants who, because of major academic deficiencies, require a summer school experience to earn fall acceptance. A student must earn a 3.0 in 4 hours of summer session to earn guided status for the fall semester. Those students earning a 3.5 in summer school will be considered for regular status.

Guest Status: This classification encompasses the following:

1. Those who desire to take one or two courses at Taylor for the specific purpose of transferring the credit earned to another institution.
2. Those high school students who wish to take college courses and apply these hours to credits-in-escrow.
3. Those students who attend one of the consortium schools and desire to complement their course work at Taylor.
4. Those individuals who wish to take one or two courses solely for the purpose of self-improvement.

No more than 24 hours may be earned while holding guest status. Transfer credit will not be accepted while the student holds guest status.

RAP Status: Each year a few students are admitted under RAP status. The one-semester Right Approach Program has provided a bridge to assist certain selected students in the transition to college-level academic rigor. The prescribed schedule for students with this classification includes Freshman Seminar, New Student Orientation, Fitness for Life, an English class appropriate to proficiency level, another general education class, and Applied Learning Techniques. Students with RAP status may participate in intercollegiate sports.

GRADING SYSTEM

Explanation of Grades and Quality Points

Grade points are assigned for each hour of credit earned according to the following system:

Grade	QP	Meaning
A	4.0	Superior
A-	3.7	
B+	3.3	
B	3.0	Good
B-	2.7	
C+	2.3	
C	2.0	Acceptable
C-	1.7	
D+	1.3	
D	1.0	Passing
D-	0.7	Minimal
F	0	Failure
P	0	Pass
CR	0	Credit
W	0	Withdrawal from course
WP	0	Withdrawal passing
WF	0	Withdrawal failing
INC	0	Incomplete
NR	0	Grade not reported
NC	0	No credit
AUD	0	Audit Passing

The unit of credit is the semester hour. Grade point average results from dividing quality points by GPA hours. Credit hours earned and carrying no quality point value do not appear in hours attempted since they are excluded from the grade point average. They are included in hours completed and total hours.

The following table describes the minimum grade point averages required to be considered in accceptable academic standing.

Classification	Cumulative Hrs	Required GPA
Freshman	00-12	1.6
	13-30	1.7
Sophomore	31-44	1.8
	45-60	1.9
Junior	61-94	2.0
Senior	95+	2.0
Unclassified	Based on hours as above	

Probation

A student who falls below these minimum required grade point averages will be placed on academic probation and will enter a special advisement program with an academic advisor, the registrar, and the assistant to the dean of the university

The grade point average of each student is examined twice annually to determine whether action needs to be taken with respect to probationary status. The first such examination takes place after fall semester for sophomores, juniors, and seniors, and after interterm for first-time freshmen. At the end of the spring semester, all grade point averages are examined for the same purpose.

If the student is on academic probation, financial aid continues for one semester and is then dropped if the student remains on probation.

No student will be eligible to hold an official leadership position until returning to acceptable academic standing. NAIA academic standards do not permit athletic participation by students who are on academic probation.

Failure after one semester to reach the minimum requirements may result in suspension from the university unless during the most recent semester a 2.3 grade point average is earned. First time suspension is for one semester, and second time suspension is for one year after which time the student may apply for readmission.

No academically suspended student may take courses through the Taylor University Institute of Correspondence Studies.

ACADEMIC LOAD

Academic Schedules

Registration for 12 or more hours during fall or spring semester constitutes full-time standing. A normal academic load is 15 to 16 hours per term. Students with at least a 2.0 grade point average may take 17 hours. A 3.0 grade point average is necessary to carry 18 hours, 3.3 for 19 hours, and 3.6 for 20 hours. Freshmen are not permitted to carry more than the normal load except in the case of students participating in musical ensembles.

Registration for three or more hours during interterm constitutes full-time standing. A normal academic load is 4 hours; a 3.0 grade point average is necessary to carry 5 hours; and a 3.6 is necessary for 6 hours.

Registration for 3 or more hours during summer sessions constitutes full-time standing. A normal academic load during the first session is 3 to 4 hours; a 3.0 grade point average is necessary to carry 5 hours; a 3.6 average is necessary for 6 hours. A normal academic load during the second session is 3 to 6 hours; a 3.0 grade point average is necessary to carry 7 hours; a 3.6 average is necessary for 8 hours.

Incomplete and NR Grades

An incomplete grade (INC) or a grade not yet reported (NR) may be used when a student is unable to complete work by the end of the term due to circumstances beyond control (INC) or due to the design of the course (NR). Such grade reporting must be authorized by the

vice president for academic affairs. The grade should be reported to the Registrar's Office as soon as the work is completed but not later than the last day of classes (the week before evaluation week) of the following full (fall or spring) term. If the grade is not reported to the Registrar's Office by that last day of classes, it is recorded as an F.

Grade Changes

All requests for change of grade (except from an INC or NR) must be approved by the vice president for academic affairs. Such a change is permitted only before the end of the next term the student is in attendance after the original grade was awarded or by the due date on the INC or NR request.

Dean's List

Full-time students are named to the *Dean's List* when they have earned a 3.6 or better GPA for the term and when at least one-half of their hours carry credit point values.

Pass-Fail Courses

Students may register for a course on a pass-fail basis subject to the following rules:

1. This option is open only to second-term sophomores or above with at least a 2.3 GPA, the exception being the practicum which is open to all qualified students.
2. No course in the major or minor field (except the practicum) and no general education course may be taken pass-fail until all requirements in those areas are met.
3. No course needed for teacher certification may be taken pass-fail.
4. The choice to take a class pass-fail must be declared by the end of the first week of classes.
5. Pass-fail courses do not affect the GPA if passed but do affect the GPA if failed.
6. Pass-fail courses are limited to one course per term and a total of 13 term hours including the practicum if this is taken pass-fail. Courses available only on a pass-fail basis are not included in this total.

Midterm Reports

At the midpoint of each term the registrar sends a progress report to students whose level of work at that time is below C-. A copy of this report is also sent to each student's parents. These grades are not recorded on the student's record in any way.

Final Grade Reports

Final grade reports are sent to students and their parents at the end of each term.

Repeated Courses

A student may repeat any course at Taylor University. All attempts in a course will be reflected on the student's transcript, and the cumulative GPA will reflect the most recent grade in the repeated course. Duplicate credit hours are not given when repeating a course.

Academic Exceptions

Students requesting exceptions to approved academic policy must submit a petition to the vice president for academic affairs. Petition forms are available in the Registrar's Office. The student's advisor and the registrar must approve the petition before it is submitted.

Intercollegiate Athletics

For participation in intercollegiate athletics, a student must meet the requirements described above as well as those of the National Association of Intercollegiate Athletics and the National Christian College Athletic Association. Details may be obtained from the director of athletics.

A student athlete who drops below the 12 hour course load minimum required to maintain eligibility immediately becomes ineligible to participate in intercollegiate athletics.

REGISTRATION AND ADVISEMENT

Advisors are provided to assist students in planning their academic programs. They are not authorized to change established policy of the university. The student is solely responsible for assuring that his/her academic program complies with the policies of the university. Any advice which is at variance with established policy must be confirmed by the Registrar's Office.

Advance registration provides an opportunity for both new and returning students to register in advance for courses and pay fees either in person or by mail before the opening of each term. Students who do not register in advance may lose their position during times of large enrollment. Students who have not registered by the end of the registration period must be reinstated through the Registrar's Office.

Changes of registration begin in the Registrar's Office and require the approval of the advisor and the registrar. Courses may be added during the first week of classes. Courses dropped during the second and third weeks of the term will appear on the student's transcript with a W. Any course dropped after this period and up to one week after midterm, will receive either a WP or a WF. When a course is dropped later than one week beyond midterm, the grade automatically is WF. The effect of WF on the GPA is the same as that of a full-term failing grade.

Audit registration can occur only through the first week of classes. Courses taken for audit receive no credit or grade. Students must attend at least half of the class meetings as verified by the professor for the courses to appear on the transcript. Students requesting a course for credit (a grade or pass-fail) will be given priority in registering for a course.

DEGREE REQUIREMENTS

Taylor University awards three bachelors' degrees and the associate of arts degree. The university reserves the right to withdraw a degree if it subsequently determines that degree requirements were not met appropriately. The bachelor of arts degree is a liberal arts degree available from any major program to students who fulfill the general education and language requirements specified below; and the bachelor of science and bachelor of music degrees are awarded for the completion of the general education requirements listed below and the major and curriculum requirements identified elsewhere in the curricular programs. Every baccalaureate degree candidate must complete the degree requirements for general education, the requirements in the appropriate major field of study as listed with each department, and the applicable comprehensive examinations. Only one degree will be awarded for the same major. The associate degree will be awarded to students who complete the related courses of study as outlined in the catalog. In the event of curricular changes, students may elect to meet the graduation requirements which were in effect at the time they entered Taylor University provided they complete their work within seven years. Otherwise, they must meet current graduation requirements.

A degree candidate must spend at least the senior year in residence at Taylor University. The only exceptions to this rule are permission for students majoring in natural science, permission by petition, or advance permission granted by the Educational Policies Committee.

A minimum of 128 semester hours is required for graduation except for the 3-2 affiliated program in preengineering and the premedical technology program. Candidates for two degrees must complete a minimum of 158 semester hours and meet requirements for two different majors. A minimum grade of D- is required for fulfillment of all hours not required in the major or minor, and no student may graduate with an overall grade point average below C (2.0). Higher averages are required in certain curricula.

In the major field a student must earn a 2.3 grade point average. Students must earn at least a C- in the required major courses; otherwise the course must be repeated. No course taken pass/fail may be included in the major. One-half of the hours in the major field must have been earned at Taylor University.

In the minor field a student must earn a 2.3 grade point average. No course earning a grade below C- may be counted toward the required number of hours for a minor. No course taken pass/fail may be included in the minor. One-half of the hours in the minor field must have been earned at Taylor University.

A minimum of 42 semester hours of upper-division (3XX-4XX level) courses must be satisfactorily completed to meet graduation requirements.

All associate degree programs must include a minimum of 64 hours for graduation with a minimum overall GPA of 2.0. Any additional grade point requirements will be specified in the individual program. Graduates of any associate degree program must have spent the last two semesters in the program in residence at Taylor University and must have met the English and mathematics proficiency requirements. An associate's degree must be completed and awarded at least one calendar year before a bachelor's degree from the same department is awarded.

General Education Requirements

All students at Taylor University share certain common educational requirements. The central purpose of those requirements is to develop an integrated Christian world view. Representing nearly half of each baccalaureate program, general education provides bases for learning, breadth of intellectual experiences, and

coherent understanding. It supports preparation for the world of work and enhances the study of the student's major. The faculty of Taylor University affirms that general education is intended to develop students who evidence the following values, knowledge, and skills and who can apply them creatively to all of life:

1. To recognize that all truth is God's truth and that the Christian faith should permeate all learning
2. To foster biblical understanding with emphasis on knowledge of God in creation, redemption, and personal relationship
3. To integrate faith and learning into a consistent Christian life of worship, service, stewardship, and world outreach
4. To communicate the intellectual and experiential dimensions of the Christian faith
5. To write and speak effectively and appropriately
6. To achieve scientific, mathematical, and computer literacy
7. To acquire skills and attitudes for physical fitness and use of leisure time
8. To gain discerning enjoyment of the fine arts and contemporary culture
9. To develop self-discipline, emotional stability, and effective health practices
10. To accept the responsibility of a Christian within the family and society
11. To evidence enlightened acceptance of responsibilities within a culturally pluralistic world
12. To desire learning and intellectual challenges
13. To identify, develop, and use effectively one's learning skills and personal learning styles
14. To think critically in the acquisition of knowledge and in assessing the validity and relationship of ideas
15. To attain breadth in the liberal arts growing from historical perspectives, a knowledge base of the academic disciplines, and exposure to great ideas

English Proficiency

Students who demonstrate the ability to organize and develop ideas accurately as tested on the Taylor English placement exam should enter ENG 110. Those students who do not show an acceptable level on the English tests must take ENG 100 first. Students completing ENG 100 with a C grade or above will then be granted permission to enter ENG 110. Not meeting the C or above standard will require either repetition of ENG 100 or an individualized developmental program administered by the Proficiency Committee.

A student transferring in comparable Expository Writing credit but not showing an acceptable level of proficiency on the entrance tests will remedy the deficiency under the direction of the Proficiency Committee. A student transferring in comparable Expository Writing credit and showing an acceptable level of proficiency on the entrance tests will be exempted from ENG 110.

Mathematics Proficiency

Students who demonstrate a proficiency in mathematics by scoring an acceptable level on the examination given during orientation will have met the general education math proficiency requirement. Students scoring below the acceptable level will be required to take either MAT 100 or IAS 180 Math. Retaking the examination is a component of either class and necessary for a passing grade.

A student transferring to Taylor University a comparable college math credit or scoring 500 or higher on SAT Math will be considered to have met the general education math proficiency.

Language Requirement

Candidates for the bachelor of arts degree must demonstrate the equivalent of two years of a foreign language for graduation. Those students who enter with a year or more of high school foreign language study must take the Modern Language Association proficiency tests before continuing in that language. Students will then be placed in language classes at the level indicated by these tests. Those who place beyond the intermediate level of the language will be considered to have fulfilled the language requirement and may be eligible to receive six hours credit by further testing. Students placing into 202 may receive credit for 201 if the grade earned in 202 is a C or higher. Students of a language other than those offered at Taylor University may choose to meet the language requirement by demonstrating proficiency equivalent to two years of college study of that language. Bachelor of science and bachelor of music degrees substitute extensive specific career-related course replacements for the bachelor of arts language requirements.

Comprehensive Examinations

A candidate for a bachelor's degree must pass a comprehensive examination in the major field of study. This examination is given during the senior year. In secondary education, the comprehensive examination is in the major teaching field. A student is allowed a maximum of three attempts to pass the comprehensive examination in any single major. If a student intends to graduate with more than one major, a comprehensive examination is required for each. The examinations are to be marked superior, pass, or fail.

Graduation Information

A student may complete requirements for graduation in January, May, August, or December. Commencement ceremonies are held only at the end of the spring term, at which time formal announcement of graduation is

Taylor University
General Education Requirements

Usually taken Freshman Year:		Minimum Hours
Freshman Seminar	IAS 110	3 hours
New Student Orientation	IAS 101	1 hour
Expository Writing	ENG 110	4 hours
Communications	CAS 110, 120, 201	2 hours
Fitness for Life	HPR 100	1 hour
Biblical Literature 1	BIB 110	3 hours
Computer Literacy	COS 104 or 106	2 hours

(plus a 1 hr departmental computer applications component)

Usually taken Sophomore & Junior Years:		
Biblical Literature II	BIB 210	3 hours
Historic Christian Belief	REL 313	3 hours
Literature		3 hours
Science Must select at least 1 lab course Must be from 2 of 4 areas	Life Science—Lab BIO 100, 200, 241 ENS 200, ENS 231 Physical Science—Lab CHE 100, 201 PHY 120, 121, 211 Earth Science PHY 201, GEO 210, GEOLOGY 240, ENS 351 Mathematics MAT 140, 151	8 hours total
Physical Education Skills	HPR 200 HPR 200, 300, 302, 333, 334	1 hour 1 hour
History	HIS XXX	3 hours
Social Science	ECO XXX, GEO XXX (except Geology 240) POS XXX, SOC XXX	3 hours
Humanities	HUM 230, 330	4 hours
Participation in the Arts	HUM 250	1 hour
Cross-Cultural Course	CC	3 hours

Usually taken Senior Year:		
Senior Seminar	IAS 493	4 hours
Contemporary Christian	PHI 413	3 hours

Other Requirements:

2 courses with a writing component-WR 2 courses with a speaking component-SP

Courses approved for CC, WR, or SP credit are designated on the semester schedule of classes provided to students prior to enrollment.

No single general education course may meet two of these requirements (except WR and SP).

made. Any student who presents a plan for completion of the degree within the calendar year may be permitted to participate in the May baccalaureate and commencement ceremony subject to approval by the registrar.

Candidates for graduation must fill out an Application for Graduation. This form is available when registering for the fall semester one year prior to participating in commencement. This form starts the process of credit evaluation to determine when graduation requirements will be met. Prior to their senior year, students should check the schedule of classes and registration procedures to determine the deadlines for submitting the Application for Graduation.

Attendance at graduation exercises is required. Petitions for the *in absentia* granting of degrees should be directed to the registrar.

Graduation Honors

In recognition of superior scholarship, the university awards three levels of honors at graduation: *cum laude, magna cum laude,* and *summa cum laude. Cum laude* is awarded those students with a GPA of at least 3.5. *Magna cum laude* is awarded those students with a GPA of 3.7. *Summa cum laude* is awarded those students with a GPA of 3.9.

Graduation honors for transfer students are awarded under the following conditions:

1. The last 30 hours of graded courses must be Taylor University hours.
2. Graduation honors will be computed on Taylor University work only.
3. A student must complete at least 48 hours at Taylor University to be considered for graduation honors.

GENERAL ACADEMIC INFORMATION

Chapel Attendance

All students are expected to attend chapel and convocation services which meet Monday, Wednesday, and Friday each week.

Academic Grievance Procedure

To assure an open atmosphere in academic endeavors, procedures have been established to provide fair process of any academic complaint registered by a student. Students who feel that unfair treatment may be occurring in their academic experience should consult the *Student Life Handbook.* A detailed description of the informal and formal grievance procedures may be obtained from the Academic Affairs Office.

Class Attendance

Students are expected to attend all sessions of classes for which they are registered. Any necessary deviations from this expectation must be reported by the student to the professor of the class to be missed. Excused absences (with permission to make up work) will only be granted in the cases of

1. Admittance to a hospital, including the university health center (verified by health center)
2. Serious emotional illness (verified by the vice president for student development and services)
3. Group absence for approved academic events (Students must make alternate arrangements with the professors whose class(es) they will miss.)
4. Death of a family member or hospitalization of an immediate family member
5. Very unusual circumstances as evaluated by the professor

Unexcused absences, "cuts," without permission to make up work, must not exceed one per credit hour of the course. Penalty for excessive cuts will be communicated in each course syllabus. Cuts should be used for travel difficulties, bad weather, conflicting schedules, oversleeping, minor sickness, doctor or dentist appointments, and job interviews.

Academic Dishonesty

Academic dishonesty constitutes a serious violation of scholarship standards at Taylor that can result in substantial penalties, including denial of credit in a course as well as dismissal from the university. Any act that involves misrepresentation regarding the student's academic work or that abridges the rights of other students to fair academic competition is forbidden. Academic dishonesty includes—but is not limited to—cheating on assignments or exams, plagiarizing (misrepresenting another's work as one's own original creation), submitting the same (or substantially the same) paper in more than one course without prior consent of all instructors concerned, depriving others of necessary academic sources, sabotaging another student's work, and using without attribution a computer concept or program. All acts of academic dishonesty are reported to the Academic Affairs Office. (The university statement on plagiarism is available from that office.)

Stop-Out Policy

The stop-out policy describes a process which allows students to interrupt their time at Taylor University and return with little paperwork and maximum continuity.

Procedure:

1. The student must apply for stop-out in the Registrar's Office at the time when registration for that semester would have occurred.
2. The student must submit the advance payment on the usual due date.

3. The student must indicate projected return term. (One calendar year is normally the maximum time permitted.)
4. No student on probation or who has been academically suspended may apply for stop-out.

A student who is stopped out will be able to
1. Register for the semester in which he/she is returning with his/her class.
2. Work closely with the director of housing to arrange for satisfactory housing.
3. When returning, utilize eligible financial aid if it has previously been awarded (or reapply, depending on the semester).

Transcript of Academic Record

A transcript of the student's academic record includes a list of all courses attempted at Taylor, grades and grade points earned, and credit received.

No transcript will be issued unless all bills to Taylor University have been paid or are current according to an agreement with the Office of Business Affairs.

Transcript requests must be made in writing. Two weeks should be allowed after the close of a term for the issuance of an up-to-date transcript.

Transfer Policy

To receive credit for the work done at other accredited institutions, students need to request that transcripts be sent directly to the Admissions Office, Taylor University. These transcripts are forwarded to the Registrar's Office, and an evaluation of transfer credit will be sent to the student after materials are received in the Registrar's Office. The following criteria are followed:

1. Only course work with a grade of C- or better will be accepted. Pass/fail and credit/no credit courses do not transfer. (The grades do not transfer. Taylor grade point average is computed on work at Taylor University only.)
2. A maximum of 66 hours of credit may be transferred from an accredited two-year college. These courses will not be given upper-division credit.
3. Students are permitted to count toward their degrees no more than 12 hours of correspondence or independent study credit, and the total maximum of correspondence and independent study is 16 hours.
4. One-half of the major hours (and minor hours, if applicable) must be completed at Taylor University.
5. Courses that have been taken more than eight years prior to transferring to Taylor University are subject to departmental approval for transfer if they are to be used to meet any general education, major, or minor requirement.
6. Accepting courses for transfer and applying them toward degree requirements are separate considerations. Courses which transfer as elective credits may not be applicable to specific requirements. Students may be requested to supply specific course information for a department in order to establish equivalence.
7. Courses that apply toward teacher certification must be approved by the director of teacher certification.
8. CLEP credit recorded by a specific course on an official transcript will be acceptable if the grade achieved meets Taylor standards for CLEP credit.
9. The last 30 hours of course work must be completed at Taylor University.
10. Graduation honors will be computed on Taylor University work only. A student must complete at least 48 hours at Taylor University to be considered for graduation honors.
11. Exceptions to these policies are made only by academic petition available in the Registrar's Office.

Practicum Courses

Most major programs offer a practicum, a course which involves both a significant applied experience and a meaningful supporting component (e.g., reading, interaction with professor) to provide background information and interpretive skills relative to the experience. Students generally arrange their own practicum assignment with guidance from and the approval of the supervising professor. Registration for a practicum takes place *before* the term in which the practicum credit is to be given in the same way as registration for any course through the Registrar's Office. Many students report that the practicum gives them experience and an opportunity to make contacts that are invaluable in their job search following graduation. For further information, consult the practicum course description.

Individual Goal-Oriented Major

The individualized, goal-oriented major program recognizes that departmental majors may not meet the unique needs of some students who attend Taylor University. This major allows a student (with faculty guidance) to design from existing courses a program of study which is valid academically and meets personal and/or professional goals.

It is expected that the major will be thoughtfully and carefully designed. Therefore a student should have some college experience before applying for a goal-oriented major and should not begin the application process until the sophomore year or thereafter. The student should also seek advice from at least two faculty advisors from different departments that most closely fit the needs of the goal-oriented major. Examination of relevant literature or consultation with an individual within the field of the student's interest is also a pre-

requisite. Finally, the student should make an appointment to discuss plans with the chair of the individual goal-oriented major subcommittee. This subcommittee will make final approval of the application.

A minimum grade point average of 3.0 is required to be admitted into the program. As with all majors a minimum of 128 cumulative hours is necessary for graduation, but at least 60 of these hours must be completed after the approval of the application. An application form providing further details may be obtained from the Registrar's Office.

The Honors Program

The Taylor University Honors Program is a challenging academic experience for high ability, highly motivated students. The Honors Program student may choose from all general offerings plus Honors courses. Honors courses emphasize, to a greater extent than the curriculum in general, integration of faith and learning, ideas and values in content, and discussion and student initiative in format.

All Honors Program students who complete a minimum of 18 hours of Honors Program courses and maintain an overall GPA of 3.3 will earn the designation "Honors Program Graduate" on their official university transcript.

Students may apply for honors admission at any time prior to or during the freshman or sophomore years. Those with tightly scheduled majors will want to enter the program as early as possible in order to enroll primarily in Honors courses that substitute for general education requirements rather than in those serving only as electives.

Normally an entering freshman wishing to begin the program should have earned a 3.5 high school grade point average. Those applying after completing a semester at Taylor should have demonstrated an ability to perform college work at the Honors Program level (3.3 GPA).

Further information including application procedures may be obtained by writing to the director of the Honors Program.

Honor Societies

Each year, Taylor students who excel in academic pursuits are inducted into the various honor societies for specific disciplines. Appropriate ceremonies are held to give campus-wide recognition to students whose academic record earns induction into a national academic honorary society.

Chi Alpha Omega is a campus-wide scholastic honor society, election to which is limited to not more than 10% of the seniors and 5% of the juniors. Chi Alpha Omega members are eligible to join the national scholastic honor society, Alpha Chi.

Alpha Psi Omega is a national honorary dramatic fraternity organized for the purpose of providing an honor society and wider fellowship for those doing a high standard of work in dramatics.

Delta Mu Delta is a national honor society promoting higher scholarship in training for business and rewarding scholastic attainment in business subjects. Delta Sigma is the Taylor University chapter. Business and accounting students of good character are eligible for membership if they have completed half of their degree requirements, have GPA's of 3.2 or higher, and rank in the top 20 percent of their college class.

Kappa Delta Pi is an international honor society in education. Candidates for membership should exhibit worthy educational ideals, have leadership potential, demonstrate a commitment to education, and manifest desirable personal qualities. A GPA of 3.2 or higher is required.

Phi Delta Phi, the national French honor society, recognizes outstanding scholarship in the French language and its literature, increases the knowledge and appreciation of Americans for the cultural contributions of the French-speaking world, and stimulates and encourages French cultural activities. Students are selected for membership in recognition of their achievement in at least one upper-division French literature course.

Sigma Tau Delta is an English honor society open to English majors whose major GPA's are 3.3 or higher.

Summer Honors Program for High School Juniors

High school students who have completed the junior year with a high school record generally consistent with the criteria for admission to the regular Honors Program are eligible to apply for admission to the tuition-free, five-week summer college experience. Successful completion of the summer term will allow the participants, upon high school graduation, to apply the credits toward a Taylor degree as a regular Honors Program student; or if the student elects to enroll in another college, the record of credit may be sent to that school.

All high ability students should be aware of the Taylor merit scholarship program and the advanced placement and credit program.

Further information on the summer high school program is available from the Admissions Office. Information on merit scholarships is available from the Financial Aid Office.

COURSES OF INSTRUCTION

Taylor University offers programs leading to the bachelor of arts degree, bachelor of science degree, bachelor of music degree, associate of arts degree, and preprofessional training. Each student selects a major (or possibly two majors) and meets the requirements for the chosen course of study. In addition, every student meets general requirements (see General Education) and may select from electives to complete his or her studies. A foreign language is required of students pursuing the bachelor of arts degree. The bachelor of arts and bachelor of music degrees may be augmented with education, environmental science, and/or systems analysis. Most bachelor of science degree programs are only available when combined with education, environmental science, and/or systems analysis.

ACADEMIC PROGRAMS

ASSOCIATE OF ARTS MAJORS

- Associate Business Administration
- Early Childhood Education
- Liberal Arts
- Management Information Systems

BACCALAUREATE MAJORS

- Accounting
- Art
- Athletic Training
- Biblical Literature
- Biology
- Business Administration
- Chemistry
- Chemistry-Environmental Science
- Christian Education
- Communication Arts Education
- Communication Studies
- Computer Graphic Arts
- Computer Science
- Economics
- Elementary Education
- English
- Environmental Biology
- Environmental Economics
- Environmental Management
- French
- History
- Individual Goal Oriented
- International Studies
- Mass Communication
- Mathematics
- Mathematics-Computer Science
- Mathematics-Environmental Science
- Music
- Natural Science (pre-engineering)
- Natural Science (premedical technology)
- Philosophy
- Physical Education
- Physics
- Physics-Environmental Science
- Political Science
- Psychology
- Recreational Leadership
- Theatre Arts
- Science (secondary education)
- Social Studies
- Social Work
- Sociology
- Spanish

BACCALAUREATE MINORS

- Accounting
- Athletic Training
- Biblical Languages
- Biblical Literature
- Chemistry
- Christian Education
- Communication Studies
- Computer Science
- Economics
- English
- Finance
- French
- Geography
- History
- Human Resource Management
- International Studies
- Management
- Marketing
- Mass Communication
- Mathematics
- Music
  - Applied Music
  - Church Music
  - Keyboard Pedagogy
- Philosophy
- Physics
- Political Science
- Prelaw
- Psychology
- Public Relations
- Sociology
- Spanish
- Theatre Arts

BACCALAUREATE TEACHING MAJORS

- Art
- Communication Arts Education
- Elementary Education
- English
- French
- Mathematics
- Music
- Physical Education
- Science
  - Biology
  - Chemistry
  - Mathematics
  - Physics
- Social Studies
- Spanish

BACCALAUREATE TEACHING MINORS

- Art
- Biology
- Chemistry
- Communication Arts
- English
- French
- General Science
- Health and Safety
- Mathematics
- Music
- Physical Education
- Physical Science
- Physics
- Social Studies
- Spanish

PREPROFESSIONAL PROGRAMS

- Engineering
- Law
- Medical Technology
- Medicine
- Theology

CERTIFICATES PROGRAMS

Some certificate programs are offered within specific disciplines. Each is described within the program listings of the sponsoring department involved.

COURSE INFORMATION

The text which follows provides the details of the courses of study. Listed alphabetically by department, the material includes faculty names and course descriptions. Course descriptions identify the content, the level of difficulty of the course, and any prerequisites which apply. Courses not offered each semester are identified.

Taylor University reserves the right to withdraw a course or to limit its enrollment when for any reason it becomes impractical to offer it as previously scheduled.

COURSE NUMBERS AND LEVELS

Course numbers indicate, in general terms, the level of difficulty of a course and the preferred enrollment level of students. Those numbered from 100-199 are primarily for freshmen, from 200-299 for sophomores, from 300-399 for juniors, and from 400-499 for seniors. The prefix indicates the offering department or academic unit.

A tutorial course is a classroom based, individualized instruction scheduled to meet on campus at a time which is mutually convenient for the student and the professor. Any course listed in the current catalog may be taught as a tutorial course with the consent of the supervising professor and approval of the department chair and advisor.

NUMBERS USED BY ALL DEPARTMENTS

The following courses are offered in several departments with descriptions for these courses the same for all departments. Descriptions are provided here, but these courses carry department prefixes. Consent of the supervising professor and approval of the department chair and advisor are required for selected topics, independent studies, practicums, directed research, and honors.

No student who is on academic probation may register for an independent study unless repeating a course. Students are permitted to count toward their degrees no more than 12 hours of correspondence or independent study credit, and the accepted total maximum of correspondence and independent study is 16 hours.

283 **1-4 hours**
Selected Topics
A course offered on a subject of interest but not listed as a regular course offering. Does not count toward the department major and does not meet general education requirements.

293 **1-4 hours**
Selected Topics
A course offered on a subject of interest but not listed as a regular course offering. May count toward the department major but does not meet general education requirements.

170, 370 **1-4 hours**
Selected Topics
A course offered on a subject of interest but not listed as a regular course offering. May count toward the departmental major and meets general education requirements.

360 **1-4 hours**
Independent Study
An individualized, directed study involving a specified topic. The course is taken without classroom instruction. The student is required to meet with the professor to plan a schedule of reading and study. Assignments and tests are scheduled by appointment or by special arrangement. No student who is on academic probation may register for an independent study unless repeating a course. No student may complete more than 12 hours of independent study. Total maximum of independent study and correspondence is 16 hours.

393 **1-4 hours**
Practicum
Supervised learning involving a first-hand field experience or a project. It is offered primarily during interterm and summer. The student must be registered through the Registrar's Office *prior* to the experience. The cost of a practicum is the same as for a regular course and is based on the number of credit hours.

450 **1-4 hours**
Directed Research
Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

480 **1-4 hours**
Seminar
A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

490 **1-2 hours**
Honors
Individualized study or research of an advanced topic within a student's major. It is open to students with at least a B average in the major field.

493 **4 hours**
Senior Seminar
A senior-level course designed to provide an overview and integration of the major field with reference to its relationship to the Christian faith. It is offered interterm. Senior Seminar is described more fully on page 104.

ACCOUNTING

See Business, Accounting and Economics.

ANCIENT LANGUAGE

See Biblical Studies, Christian Education, and Philosophy.

ART

Chair, Associate Professor Moore; Associate Professor Hodson; Assistant Professor Kaufmann

The Art Department at Taylor University has three aims: to offer liberal arts students general art courses which will contribute to a broad general education, especially for those who plan to utilize art in other related professions; to provide training for students who select the teaching of art in the public schools as a career; and to prepare professional artists.

The department seeks to educate those who will benefit themselves and others through the practice of the visual arts and to offer opportunity for students to broaden and enrich their collegiate experience by avocational study. Educational activities enable each student to increase capabilities and resources for art and to develop responsibility for the images produced. The art program offers experiences dealing with a wide variety of ideas, principles, and materials. A major goal is the mastering of basic skills and techniques by providing a thorough background in the disciplines that are primary for effective creative expression. To perpetuate an environment conducive to creative development and at the same time emphasize the significance of visual art in the Christian context is a major concern of the art faculty. Belief that realization of the universality of art brings enhanced understanding of humankind undergirds the program approach.

Art majors pursuing the bachelor of arts degree must take 42 hours in art including ART 101, 201, 213, 314, 322, either 321 or 332, HUM 230/330, and IAS 493. The following program leads to the bachelor of science degree in secondary education with a major in art. This major includes ART 101, 201, 202, 211, 213, 300, 314, 331, IAS 493, HUM 230/330; and EDU 312. A total of 36 hours of art courses completes this program. The Art Department also offers the area major for students desiring certification in both elementary and secondary education with a major in art. Students pursuing this program must complete 52 hours in art including those courses listed for the 36-hour teaching major. A 24-hour teaching minor is available in conjunction with the teacher education program. Courses outside the department which count as major courses are CAT 341 and PHI 342.

The Art Department, in cooperation with the computing and system sciences, offers a computer graphic arts major. See computing and systems sciences.

Art majors are required to present an art exhibition at Taylor University during the fall, interterm, or spring of their senior year.

ART 101 **3 hours**
Beginning Drawing
Basic drawing which directs the student in mechanical/visual methods of observation utilizing pencil, charcoal, pen and ink, and felt pen. *Offered fall semesters.*

ART 102 **2 hours**
Advanced Drawing
Advanced drawing problems dealing with a variety of figural and object themes exploring a wide range of media. *Prerequisite: ART 101. Offered spring semester of odd years.*

ART 201 **3 hours**
Art Fundamentals/Design
An introduction to the basic elements and principles of design in relationship to image formation through projects focusing on two-dimensional visual ideas utilizing a variety of media. *Offered fall semesters.*

ART 202 **3 hours**
Three-dimensional Design
Three-dimensional design explored through structure and volume problems with emphasis on the understanding of form and space. Elements of plastic form are approached through the various media: clay, plaster, wood, glass, stone, and metal. *Prerequisite: ART 201. Offered spring semesters.*

ART 211 **3 hours**
Ceramics: Handbuilt Forms
An introduction to basic clay formation techniques with emphasis on acquiring knowledge for the basic ceramic process: forming, glazing, and transformation through firing. *Prerequisite: ART 201. Offered fall semesters.*

ART 212 **2 hours**
Ceramics: Wheel Throwing
An introduction to the potter's wheel including emphasis on throwing, design, glazing, and firing. Prerequisite: *Prerequisite: ART 211. Offered spring semesters.*

ART 213 **3 hours**
Art History I
The study of architecture, sculpture, and painting from the ancient world to the High Renaissance. *Offered fall semesters.*

ART 300 **3 hours**
Art for Teachers
Opportunities for the development of skills and experiences appropriate for use in the early childhood and elementary school programs. Easily available materials are utilized in art activities.

ART 301 **3 hours**
Printmaking
Exploration of most major aspects of the graphic arts workshop including woodcut, linocut, intaglio, and serigraphy. *Prerequisites: ART 101, 201. Offered fall semesters.*

ART 311 **3 hours**
Jewelry
Examination and practice of enameling plus study and construction of the simplest wood and metalworking processes with emphasis on construction of silver jewelry. Casting is introduced. *Prerequisite: ART 201. Offered spring semester of odd years.*

ART 314 **3 hours**
Art History II
The study of architecture, sculpture, and painting from the High

Renaissance to the present. *Prerequisite: ART 213. Offered spring semesters.*

ART 321 **3 hours**
Painting: Oil/Acrylic
A studio course with still life, landscape, and original concepts as subject matter. *Prerequisites: ART 101, 201. Offered fall semesters.*

ART 322 **3 hours**
Lettering/Commercial Design
An introduction to graphic design and visual communication. Experiences in typography, layout, and fundamentals of advertising art are included. *Offered fall semesters.*

ART 331 **3 hours**
Introduction to Art Education
A survey of the history and philosophy of art education in western civilization with emphasis on artistic growth and development and the relationship of art to the total school program. *Offered fall semester of odd years.*

ART 332 **3 hours**
Painting: Water Color
Emphasis is on increasing watercolor skills. A variety of tools, techniques, approaches, and ideas lead to larger finished works. *Prerequisites: ART 101, 201. Offered spring semesters.*

ART 344 **3 hours**
Arts and Crafts
Designed for the recreational leadership major and the art major to develop increasing personal expression through an exploration of art and craft media. Experiences in arts and crafts will be related to development, understanding, and administration of arts and crafts programs. *Offered summers at Cedar Bend Farm.*

ART 352 **3 hours**
Advanced Commercial Design
Involves the use of word and image in publication design. Areas include corporate identity, packaging and layout. Students explore the impact of graphic communication and its influence on contemporary society. Strong emphasis is placed on concept and technical application of design principles in graphic arts. *Prerequisite: ART 322. Offered spring semester of odd years.*

ART 370 **1-4 hours**
Selected Topics

ART 393 **1-4 hours**
Practicum

ART 401 **3 hours**
Photography
Exploration of major aspects of photographic art including history, design, developing, enlarging, kodalith, superimposing, solarization, and other artistic techniques.

IAS 493 **4 hours**
Senior Seminar
Included in this January class is a one-week trip to New York City to study at the major museums.

BIBLICAL STUDIES, CHRISTIAN EDUCATION, AND PHILOSOPHY

Chair, Associate Professor House; Professors Corduan, Helyer, Pitts; Associate Professors Dorman, Heth, Newton; Assistant Professors Chechowich, Collymore, Spiegel.

This department offers three majors: biblical literature, Christian education, and philosophy. These majors prepare students for positions in professional Christian ministry, graduate studies, and informed lay leadership roles. The senior seminar course (IAS 493) is required of all students in these majors. Credit toward a major will not be given for cross-referenced courses meeting general education requirements in other departments.

Bachelor of Arts

For a major in biblical literature, a minimum of 42 hours is required; a major in Christian education requires at least 46 hours, and the major in philosophy requires a minimum of 34 hours.

Bachelor of Science

This degree may be taken with a systems analysis or environmental science cognate. Other requirements for the major are identical.

Certificate in Religious Studies

A Certificate in Religious Studies is available to students in any major program who complete courses totaling at least 15 religious studies credit hours beyond the general education requirements. Specific details and approval for the program may be secured in conference with the chair of the department. A special schedule is provided for education majors who wish to complete the certificate in preparation to teach in Christian schools.

Certificate in Missions

A Certificate in Missions is available to students in any major program as well as to students majoring in the department. The student must complete the following courses: BIB 330, PHI 322, 323; REL 311, 391, and 432. In addition, the student must complete a cross cultural experience which may or may not be for credit. Suggestions include involvement in Taylor World Outreach, a semester abroad, Wesleyan Urban Coalition, Lighthouse, and REL 393 Practicum. Approval is to be secured in advance from the department. Also students must complete two additional courses which will enhance the purpose for selecting the certificate program. Courses in mass communication, environmental science, biblical literature, linguistics, or history and geography of a particular region are appropriate.

Certificate in Youth Ministry

The Certificate in Youth Ministry is an academic program for students from various majors interested in developing their skills in ministering to youth. This program will also provide Christian education majors with an optional area of specialization in youth ministry. The Certificate in Youth Ministry helps prepare graduates for ministries such as InterVarsity, Campus Crusade, and Youth for Christ. In addition, the certificate may be earned in combination with any major as an ideal way for students to integrate career and ministry goals. Students majoring in biblical literature, Christian education, or philosophy who plan to work with youth may strengthen their credentials by adding the certificate. The student must complete 19 hours including the following courses: CED 100, 221, 312, 322, 393 (2 hrs.), BIB 272, and PSY 250.

Minor Fields of Study

Minors are designed to serve the needs of students who wish to study in greater depth in one of the areas in the department. Minors are helpful to students in all majors but especially to preseminary students majoring in other departments. Minors are offered in biblical languages, biblical literature, Christian education, and philosophy.

Biblical Languages

Primarily, the courses enable one to read and study the Bible in the original languages. Enrichment of historical concepts of communication, depth and breadth of Christian perspective, and cultural appreciation of the biblical world are secondary concerns of biblical language studies. In addition, the two-year Greek sequence meets Taylor BA language requirements for graduation and satisfies or exceeds language entrance requirements for most seminaries.

A minor in biblical languages consists of 17 hours of credit beyond GRK 201 and 202. GRK 301, 302, and 450 are required, as are HEB 201 and 301.

GRK 201 **4 hours**
Elementary New Testament Greek
A study of the fundamental principles of New Testament (Koine) Greek grammar. Emphasis is placed on the mastery of forms, memorization of vocabulary, and translation of sentences from Greek to English. *Offered fall semesters.*

GRK 202 **4 hours**
Elementary New Testament Greek
A continuation of the study of the fundamental principles of New Testament (Koine) Greek grammar. John's First Epistle will be translated during the last half of the spring semester. *Offered spring semesters.*

GRK 301 **4 hours**
Greek Grammar and Syntax
An intermediate Koine Greek grammar course that places special emphasis on the more exegetically significant details of Greek grammar and syntax by reading and analyzing selected portions of the Greek New Testament. *Offered fall semesters.*

GRK 302 **4 hours**
Exegesis of the Greek New Testament
An introduction to the procedure and practice of Greek exegesis. Emphasis is placed on the "how-to's" of doing textual criticism, word studies, outlining the argument of a passage, validating exegetical decisions, and the proper use of exegetical tools. *Offered spring semesters.*

GRK 401 **4 hours**
Advanced Exegesis of the Greek New Testament
An extension of skills developed in GRK 301, 302. *Offered fall semester of odd years.*

GRK 450 **3 hours**
Seminar in Biblical Languages
Stresses translation and exegesis of Greek and Hebrew texts. Special issues such as the New Testament's use of the Old Testament will be considered. *Prerequisites: GRK 302, HEB 301. Offered spring semesters.*

HEB 201 **3 hours**
Elementary Old Testament Hebrew
A study of the fundamental principles of Old Testament Hebrew. Emphasis is placed on the mastery of forms, memorization of vocabulary, and translation skills. Selections from Ruth and Jonah will be translated during the second half of the course. *Offered fall semesters.*

HEB 301 **3 hours**
Hebrew Exegesis
Stresses exegesis of Old Testament Hebrew narrative and poetry. Texts from the law, prophets, and writings are translated. Textual criticism is considered. *Offered spring semesters.*

Biblical Literature

A major in biblical literature consists of at least 42 hours. At least 33 hours must be in biblical literature, including required courses BIB 110, 210, 272, 462, 480, and IAS 493. Either PHI 262 or PHI 371 is also required as part of the 42-hour major.

A minor in biblical literature consists of 21 hours of credit. In addition to BIB 110 and 210, two courses in Old Testament and two courses in New Testament are required plus one other course from the department excluding REL 313 and PHI 413.

BIB 103 **3 hours**
Introduction to Holy Land Studies
A study of the biblical background and contemporary significance of Israel. Taught in Israel during January. This course may count for either BIB 110, BIB 210, or a departmental elective. *Offered interterms.*

BIB 110/310 **3 hours**
Biblical Literature I
A course which has as its primary content the Old Testament with special attention given to the law, the prophets, and the

history of Israel. BIB 310 is designed primarily for transfer students and has additional requirements.

BIB 210 **3 hours**
Biblical Literature II
A course which includes a foundation in New Testament study with focus on Jesus Christ as portrayed in the Gospels and Epistles. Also included is a series of explorations into the relevancy of Christ to modern life. *Prerequisites: BIB 110/310.*

BIB 272 **3 hours**
Inductive Study of the Bible
Specific methods will be taught to enable students to understand the propositions of the biblical text, relate those propositions to one another, and ask questions of the text in order to discover what the biblical writers meant to convey through their writings.

BIB 320 **3 hours**
Pentateuch
Emphasizes the historical narrative and the content of the Law of God. Special attention is given to the Genesis account of the origin of the cosmos, man, sin, and salvation. The authorship of the Pentateuch is considered. *Offered spring semesters.*

BIB 330 **3 hours**
Acts and the Early Church
A historical study with particular attention given to the missionary expansion of the early church, the work of the Holy Spirit, and the place of the church in the world. *Offered fall semesters.*

BIB 331 **3 hours**
Pauline Epistles
Attention is given to the life, ministry, and writings of Paul. The doctrinal, pastoral, and personal epistles of Paul are studied with reference to their geographical and historical settings, the organization of the Apostolic Church, and the development of Christian doctrine. Careful exegesis is made of selected portions of each epistle. *Offered fall semesters.*

BIB 332 **3 hours**
Hebrews, General Epistles, Revelation
A study of the non-Pauline epistles and Revelation with attention to their authorship, historical place in the canon, and doctrinal uniqueness. The contents of each book will be analyzed, and problem texts will be treated. *Offered spring semesters.*

BIB 340 **3 hours**
Hebrew Prophets
Selected major and minor prophetic works of the Old Testament are considered with special emphasis given to the historical background, Messianic message, and content together with specific theological concepts and teachings which are pertinent to modern times. *Offered fall semesters.*

BIB 341 **3 hours**
The Gospels
Stresses the life and teaching of Jesus as set forth in the Synoptic Gospels and John. Attention is given to the literary and theological characteristics of each individual gospel and to the development of gospel criticism. The primary focus, however, is on the words and works of Jesus Christ and their significance for Christians today. *Offered spring semesters.*

BIB 350 **3 hours**
Poetic and Wisdom Literature
Hebrew poetry and wisdom as presented in the books of Job, Psalms, Proverbs, Ecclesiastes, Lamentations, and the Song of Solomon. *Offered fall semesters.*

BIB 362 **3 hours**
Jewish Literature of the Second Temple Period
The development of Judaism beginning with the Ezra literature through the Bar Kochba revolt. *Offered spring semester of even years.*

BIB 451 **3 hours**
Old Testament Historical Geography
The story of Israel as given in the Old Testament books from the Patriarchal period through the Exile is studied. Special attention is given to relevant archaeological discoveries and geography. *Offered spring semester of odd years.*

BIB 462 **3 hours**
Biblical Theology
A study of the Bible and its central message and meaning. The Bible is viewed as recording a special kind of history revealing God's will and purpose and giving essential meaning to all human life and destiny.

BIB 480 **2 hours**
Seminar in Biblical Literature
Emphasizes research and writing in selected areas of biblical literature. *Offered spring semesters.*

Christian Education

A major in Christian education consists of at least 46 hours. Besides general education requirements, the following courses are required: CED 100, 232, 242, 262, 351, 352, 371, 393, 421; two elective courses in biblical literature; BIB 272, 462; either PHI 262 or PHI 371; and PSY 250. Four semesters of involvement in an approved ministry are required to fulfill the field ministry competency for the major. Students are encouraged to fulfill their language requirement by studying Greek.

A minor in Christian education consists of at least 18 credit hours, including CED 100, 262, 351, 352, 371, and BIB 272. Two semesters of involvement in an approved ministry are required to fulfill the Field Ministry Competency for the minor.

CED 100 **3 hours**
Introduction to Christian Education
A course which focuses on the purpose and scope of Christian education and the types of ministries available to majors. Prerequisite for all other CED courses except CED 221, 312, 322.

CED 221 **3 hours**
Ministry to Youth
A general study of the various programs used to meet the needs of junior high, senior high, and college age youth through church and parachurch ministries. *Offered interterms.*

CED 232 **3 hours**
History of Religious Education
A course focusing on the major individuals and movements influencing religious education from biblical times until the present. *Offered fall semesters.*

CED 242 **3 hours**
Theoretical Foundations of Christian Education
A course exploring the various current theories of Christian education. *Prerequisite: CED 232. Offered spring semesters.*

CED 262 **3 hours**
Personal Development
A course designed to facilitate the student's personal growth and development through the integration of theological truth into life.

CED 300 **3 hours**
Cross-Cultural Christian Education
Stresses principles of cross-cultural communication, evangelism, teaching and leadership development involving a field experience of ministering in another culture. *Offered summers.*

CED 312 **2 hours**
Evangelism in Youth Ministry
An intensive study of the various theories and approaches used to prepare junior high, senior high, and college age youth to become Christians. *Offered spring semesters.*

CED 322 **2 hours**
Discipleship in Youth Ministry
An intensive study of the theories and approaches used to help junior high, senior high, and college-age youth to grow and develop in their faith. *Offered fall semesters.*

CED 351 **3 hours**
Teaching and Learning Strategies
A practical course designed to help the student teach the Bible more effectively by the use of educational strategies. A teaching lab and supervision are included, and competency in the use of instructional media is required. *Prerequisite: BIB 272. Offered fall semesters.*

CED 352 **3 hours**
Program and Curriculum Development
A course which focuses on the development of educational programs within church and parachurch ministries. Emphasis is on published curricula and the development of curricular writing skills. *Prerequisite: CED 351. Offered spring semesters.*

CED 371 **3 hours**
Leadership Development
A course designed to facilitate the development of the student's skills in leadership, organization, and management related to specific ministry situations. *Offered fall semesters.*

CED 392 **3 hours**
Urban Ministry
Stresses principles of ministering within an urban context involving a field experience. *Offered interterms.*

CED 393 **2-4 hours**
Christian Education Practicum
A practical involvement in ministry, preferably during the summer after a student's junior year.

CED 421 **3 hours**
Specialized Ministries
A research course designed to help students articulate their philosophy of ministry within a particular age group or ministry context. Attention will be given to critical areas of need within Christian education. *Graduating CED majors only. Offered spring semesters.*

Philosophy

A major in philosophy requires at least 34 hours of credit including the required courses PHI 201, 202, 203, 413, 452, and IAS 493. POS 361 and 362 may also count toward the major.

A minor in philosophy requires 16 hours of credit including the required courses PHI 201 (3 hours), 202 or 203 (3 hours), 413 (3 hours), plus 7 hours of PHI electives. POS 361 and 362 may also count as electives for the minor.

PHI 110 **3 hours**
Introduction to Philosophy
A survey of important issues and traditions in philosophy. *Offered fall semesters.*

PHI 201 **3 hours**
Logic
A study of classical and contemporary formulations of the principles of human thought. Proper deductive and inductive logic is contrasted with fallacies. Categorical logic, truth functional logic, and quantificational logic are examined. *Offered fall semesters.*

PHI 202 **3 hours**
History of Philosophy I
A survey of philosophical thought from the early Pre-Socratic Greeks to the modern period. *Offered fall semesters.*

PHI 203 **3 hours**
History of Philosophy II
A survey of philosophical thought from the modern period to contemporary movements such as linguistic analysis and phenomenology. *Offered spring semesters.*

PHI 262 **3 hours**
Contemporary Issues
A systematic analysis of pressing issues such as sexual morality, divorce, abortion, homosexuality, euthanasia, and war and peace. *Offered spring semesters.*

PHI 322 **3 hours**
World Religions: Western Tradition
A study of Judaism, Islam, Zoroastrianism, and related religious movements. *Offered fall semesters.*

PHI 323 **3 hours**
World Religions: Eastern Tradition
A study of Hinduism, Buddhism, Sikhism, Shinto, and Chinese religions. *Offered spring semesters.*

PHI 342 **2 hours**
Aesthetics
The psychology of the aesthetic experience and an interpretation of the philosophy of aesthetic values are studied. Required of all art majors. *Offered spring semester of even years.*

PHI 371 **3 hours**
Principles of Ethics
A survey of the theoretical foundations of ethics such as the distinction between absolutist and relativistic views, the nature of justice, and the need for rules. Readings from classical and modern authors are included. *Offered fall semester of odd years.*

PHI 413 **3 hours**
Contemporary Christian Belief
The integration of Christian thought with contemporary ideas. An introduction to Christian apologetics. *Required of all students. Prerequisite: REL 313.*

PHI 432 **3 hours**
Epistemology
Contemporary theories on the nature and limits of knowledge and the justification of beliefs. *Offered fall semester of even years.*

PHI 452 **3 hours**
Philosophy of Religion
A study of the major issues in the philosophy of religion including religious experience, theism, religious language, and the problem of evil. *Offered spring semesters.*

Religious Studies

Courses in religious studies help students complete a certificate in missions, serve as departmental electives, and meet general education requirements (REL 313 only). These courses broaden students' understanding of religion's role in the world.

REL 311 **3 hours**
The Christian World Mission
A correlated study of the history of Christian missions in relation to the methods employed in the cultural context of the various periods from the Apostolic inception through the Middle Ages, the modern era, and the contemporary period of the young churches in the various areas of the world. *Offered spring semesters.*

REL 313 **3 hours**
Historic Christian Belief
A survey of Christian belief as developed during the history of the church. *Required of all students.*

REL 391 **2 hours**
Philosophy and Methods of Missions
The principles and methods of Christian missions from Christ to the present time are studied. The biblical basis and the prime motivating factors, direct evangelistic, educational, medical, industrial, literary, radio, and occupational missionary methods are given special attention. Preparation for the missionary task is considered. *Offered fall semesters.*

REL 432 **2 hours**
Mission Area Studies
A specialized study of one of the several mission fields such as urban America, the South Appalachian Region, Latin America, Africa, India, Japan, or China. The geography, people, history, economics, sociology, government, language, and religion of the area and the history and methods of Christian missions are considered. *Offered spring semesters.*

Practicum, Seminar, and Capstone Courses

(All succeeding courses may be listed as either BIB, CED, PHI, or REL, except IAS 493.)

REL 360 **1-4 hours**
Independent Study

REL 370 **1-4 hours**
Selected Topics

REL 393 **1-4 hours**
Practicum

REL 490 **1-2 hours**
Honors

IAS 493 **4 hours**
Senior Seminar

BIOLOGY

Chair, Professor Burkholder; Professors Rothrock, Squiers and Whipple; Assistant Professor Moore

The mission of Taylor University's Department of Biology is threefold: (1) commitment to offering the breadth and quality of critically relevant coursework necessary to prepare undergraduate biology majors for graduate and professional programs in the biological sciences, (2) presentation of the essentials of modern, dynamic biology to students as a part of the university's general education curriculum, (3) faculty recognition of the responsibility to continue professional development as both scholars and scientists and to function as role models for students. In addition, the department acknowledges the need to integrate faith and learning including the continuing exploration of the ethical implications in the application of modern biological science to the problems facing humankind today.

The biology major consists of 36 hours including BIO 101, 103, 104, 203, and 204, which are required courses. The student's academic advisor provides guidance in the selection of other courses leading to the bachelor of arts degree. A minimum of 32 hours in the major must be in courses other than BIO 360, 393, 450, or 490. Also required are two terms of chemistry (CHE 201, 202); however, four terms are strongly recom-

mended. PHY 211, 212 and NAS 480 are also strongly recommended.

Biochemistry (CHE 411) and Introduction to Environmental Science (ENS 231) both count toward the major in biology.

All majors (except premedical students who are required to participate in a one to four hour junior practicum) are required to take at least six hours in the Taylor summer field program (or its equivalent). The specific program to fulfill this requirement is determined by the department.

The department, in cooperation with other science departments and the Education Department, offers a science teaching major with a primary emphasis in biology. This major requires BIO 101, 103, 104, 203, 204, 241 and 242 or 244 and 245, 301 or 341, 371, and six hours of biology field experience; IAS 493; a core of general requirements; and a supporting area in science. For additional information, consult the curriculum guide published by the Education Department.

For premedical and premedical technology program requirements, see Preprofessional Studies. Premedical is interpreted to mean a student who follows the specified premedical program and takes the MCAT at the designated time.

A biology major with career goals involving ecosystem analysis, environmental planning and resource management, human ecology, outdoor education, forestry, fisheries and wildlife, parks and recreation, or resource development should see the enviromental science catalog entry.

Taylor University is affiliated with the AuSable Institute of Environmental Studies in Mancelona, Michigan. Taylor students may take summer courses for credit at AuSable. Detailed information is available from the chair of the Biology Department.

BIO 100 **5 hours**
General Biology
Concepts and principles of biology are studied to provide basic knowledge that assists the student to meet the obligations of an informed citizen. Four hours lecture and two hours laboratory per week. *Fulfills general education lab science requirement but is not available to biology majors.*

BIO 101 **3 hours**
Principles of Cell Biology
Study of generalized subcellular structures and metabolism emphasizing dependence of function on structure, principles of organization, and capture and utilization of energy. *Three hours lecture and two hours laboratory per week. Does not normally satisfy general education lab science requirement.*

BIO 103 **3 hours**
Introductory Plant Biology
Introduction to plants, monerans, algae, and fungi. Structure, growth, and development of the flowering plant body are emphasized. *Two hours lecture and two hours laboratory per week. Does not normally satisfy general education lab science requirement.*

BIO 104 **3 hours**
The Animal Kingdom
A taxonomic survey of the major phyla in the animal kingdom from Protozoa through Chordata. Classification, characteristics, representative forms and relations to man are considered. *One hour lecture and four hours laboratory per week. Does not normally satisfy general education lab science requirement.*

BIO 200 **4 hours**
Human Nutrition
A study of human nutrition dealing with human consumption and utilization of food. An understanding of the basic roles of nutrients in the body creates an appreciation of the continuity of the life cycle with its changing nutritional needs. Three hours lecture and two hours laboratory per week. *Prerequisite: CHE 100 or permission of instructor. Fulfills general education lab science requirement but is not available to majors for major credit.*

BIO 203 **3 hours**
Principles of Genetics
Fundamental principles of Mendelian inheritance as they apply to living organisms are examined. Population genetics is studied as well as natural selection and the concepts of evolution and creation. *Three hours lecture and two hours laboratory per week. Does not normally satisfy general education lab science requirement. Offered fall semesters.*

BIO 204 **3 hours**
Principles of Ecology
An introduction to the relationships existing between organisms and their environment. Lectures focus on the structural and functional aspects of populations, communities, and ecosystems in the context of the major North American biomes. *Two hours lecture and two hours laboratory per week. Does not normally satisfy general education lab science requirement. Offered spring semesters.*

BIO 241, 242 **4 hours each**
Human Anatomy and Physiology
A two-course sequence systematically covering the structure and function of the human body. *Three-four hours lecture and two hours laboratory per week. BIO 241 fulfills the general education lab science requirement. BIO 241 offered fall semester of odd years. BIO 242 offered spring semesters of even years.*

BIO 244 **3-4 hours**
Human Anatomy and Physiology
A survey study of the structure and function of the human organism as studied in Biology 241. *Offered summer session I of even years as well as fall semester of even years. BIO 244 plus either BIO 245 or 242 fulfills the general education lab science requirement.*

BIO 245 **3 hours**
Human Anatomy and Physiology
A survey of the structure and function of the human organism as studied in Biology 242. *Offered summer session I of odd years as well as spring semester of odd years.*

BIO 301 **4 hours**
Taxonomy of Vascular Plants
Identification, classification, and systematics of vascular plants are studied. Laboratory emphasis is on local flora, plant family characteristics, and modern systematic techniques. Two hours lecture and four hours laboratory per week. *Prerequisites: BIO 103, (203 recommended).*

BIO 304 **4 hours**
Field Studies in Natural History
Introduction to basic field and lab methods used in field natural history. Includes basic nomenclature of spring flora and fauna in terrestrial as well as aquatic systems. Provides an overview of the history and philosophy of natural history through the writings of naturalists such as Aldo Leopold, Conrad Lorenz, John Muir, and N. Tinbergen. *Prerequisites: BIO 103, 104, 204 or permission of instructor. Offered summer session I.*

BIO 312 **4 hours**
Cellular and Molecular Biology
Analysis of the living cell with regard to its physiological and biochemical characteristics including enzyme function, bioenergetics, nucleic acid replication, and biosynthesis as related to the cell cycle. Three lectures, one three-hour laboratory per week. *Prerequisites: BIO 101 and 203. Two courses in chemistry (Organic recommended). Offered spring semesters.*

BIO 313 **3 hours**
Insect Biology and Ecology
A study of insect taxonomy, ecology, life histories, and economic importance. Special attention is given to environmental stewardship issues including use of insecticides, biological control, integrated pest management, and impact of cultivation on formation of pest faunas. Field methods are stressed. *Prerequisites: BIO 101, 104. Offered summers at AuSable Institute.*

BIO 322 **3 hours**
Ornithology
Identification, classification, anatomy, life history, and migration of birds. Biological principles are illustrated. Consists of one hour lecture and two 2-hour field or laboratory sessions per

week. *Does not normally satisfy general education lab science requirement. Offered spring semester of odd years.*

BIO 323 **3 hours**
Aquatic Biology
Collection, identification, and ecological position of fresh-water organisms. Taxonomic skills are developed. *Prerequisites: BIO 103, 104, and 204. Offered summers at AuSable Institute.*

BIO 331 **4 hours**
Comparative Anatomy
Classification, characteristics, and comparison of typical chordate animals, with emphasis on the vertebrates. Two hours lecture and four hours laboratory per week. *Prerequisite: BIO 104 or permission of instructor. Offered fall semester of even years.*

BIO 332 **4 hours**
Developmental Biology
A study of development at the molecular, cellular, and organismal levels. The lecture sessions focus on current concepts in developmental biology, and the lab is classical vertebrate embryology (frogs, chick, pig). Three hours lecture and three hours laboratory per week. *Prerequisites: BIO 101 and 104. Offered fall semester of even years.*

BIO 341 **4 hours**
Plant Physiology
An introduction to the interrelationships between physiological processes and plant growth and morphogenesis. Plant metabolism, water relations, mineral nutrition, photosynthesis, and hormone systems are studied. Three hours lecture and three hours laboratory per week. *Prerequisites: BIO 103 and CHE 201, 202. Offered spring semesters.*

BIO 342 **3 hours**
Fish Biology and Ecology
Identification, ecology, exploitation, and stewardship of fishes and their habitats. Field studies include noncommercial and commercial fisheries in the Great Lakes region, ecological dynamics of fisheries exploitation and population ecology, fishing techniques, and fishing rights and regulation. *Prerequisites: BIO 101, 104 and 204. Offered summers at AuSable Institute.*

BIO 352 **4 hours**
Animal Physiology
A study of the physiological nature of living organisms with special consideration of the functions of vertebrate organ systems. Practical experience is given in working with live animals and the instrumentation used to examine the functional processes of various systems. Three hours lecture and three hours laboratory per week. *Prerequisites: BIO 331 and CHE 201, 202. Offered spring semester of odd years.*

BIO 360 **1-4 hours**
Independent Study

BIO 362 **4 hours**
Molecular Genetics
The current understanding of what a gene is, how it functions, and how it is regulated, particularly from a molecular perspective, is the essence of this course. Viral, prokaryotic, and eukaryotic systems are studied. Current scientific literature as well as a published textbook serve as sources. Three lectures and one three-hour laboratory per week. *Prerequisites: BIO 101 and 203; two courses in chemistry. (BIO 371 recommended.) Offered fall semester of odd years.*

BIO 370 **1-4 hours**
Selected Topics

BIO 371 **4 hours**
Microbiology and Immunology
A study of micro-organisms. Major emphasis is placed on the fundamental principles underlying the activities of bacteria and on the preparation of slides and cultures. Some emphasis is placed on the study of virology as well as cellular and humoral immunology. Two hours lecture and four hours laboratory per week. *Prerequisite: BIO 101. (BIO 203 and two courses in chemistry recommended.)*

BIO 380 **4 hours**
Systems Ecology
The principles of systems theory are introduced in an integrated study of the development, dynamics and disruption of natural ecosystems. Theoretical, analytical, and experimental aspects of ecosystems are explored. Students are introduced to the use of microcomputers as a tool in ecosystem modeling. *Prerequisite: BIO 204 and one course in college level mathematics or computer science.*

BIO 393 **1-4 hours**
Practicum

BIO 450 **1-4 hours**
Directed Research

BIO 490 **1-2 hours**
Honors

IAS 493 **4 hours**
Senior Seminar

IAS 499 **1 hour**
Special Study

BUSINESS, ACCOUNTING, AND ECONOMICS

Chair, Professor Gortner; Professor Erickson; Associate Professors Benjamin, Bennett, Coe, Rottmeyer; Assistant Professors H. Mitchell, Seaman

The mission of the Business, Accounting, and Economics Department is to prepare well-rounded, ethical, and competent Christians for a variety of careers in the competitive world of business and industry, service organizations, and government, and/or entrance to graduate studies.

As a segment of Taylor's whole person educational program, the department offers opportunities to earn a BS degree in systems, coupled with a major in accounting, business administration or economics; or a BS degree in environmental economics, or environmental management; or a BA degree in one of these five majors. BS degrees have more quantitative content than BA degrees. BA candidates must complete four semesters of a modern language and are encouraged to study beyond the required level to attain fluency in this second language in combination with skills in accounting,

business, economics or environmental issues. An associates degree in business is also offered as are minors in accounting, economics, human resource management, finance, management, and marketing.

All business, accounting, and economics courses combine theory, principles, techniques, and practical applications to enhance graduates' employment opportunities or serve as a solid groundwork for graduate studies. Relevance to current, real-world situations is emphasized and, toward that end, students are asked to subscribe to *The Wall Street Journal* during their sophomore, junior, and senior years. Field trips and expert guest lecturers are used as appropriate. Experiential education opportunities are available in small business management and management consulting. Development of communication skills, both written and oral, is emphasized. Much attention is also given to problem solving, quantitative analysis, ethics, human relations, team building, international business issues, and coping with change.

Graduation requirements in the five majors include passing all core courses with grades of C- or better. Additionally, a grade of C- or better must be achieved as a condition for taking subsequent or sequential courses for which the core courses are a prerequisite. A passing grade must also be achieved on a senior comprehensive examination.

The Business, Accounting and Economics Department is a member of the American Assembly of Collegiate Schools of Business (AACSB).

Accounting

The accounting major is designed to prepare students for accounting and financial careers in business, government, education, and nonprofit organizations. The program presents accounting theory and practice, current developments, and ethical considerations discussed in a Christian context. Students are taught how to develop, analyze, and interpret financial plans and results and to provide management information in the most useful manner. Guided by faculty advisors, students may pursue programs leading toward certification in public accounting or management accounting, based on a combination of training, experience, and individual capabilities.

Either bachelor's degree with a major in accounting consists of 48 hours of accounting, business, and economics courses. A core of 13 courses (41 hours) is required, including ACC 241, 242, 301, 341, 342, 405, 416, and 442; BUA 311, 352, and 361; and ECO 211 and 212. Three additional hours of accounting courses are required from the following courses: ACC 302, 321, 360, 370, 393, and 445. The senior seminar course, IAS 493, is required for all majors. The following cognate subjects, outside of the accounting, business, and economics areas, also are required of candidates for the BA degree: MAT 110 (or a higher level math), SYS 300, ENG 333, and NAS 240. Required cognate courses for BS degree candidates are MAT 151, COS 120, ENG 333, and NAS 240.

An optional four and one-half year accounting degree program, which embraces a four to six month accounting internship practicum following the fall semester of the junior year, is available. This program is designed to optimize the experiential content of the accounting practicum, enhance credentials for employability, and permit students to earn the 150 college credit hours which are now required by most states before a candidate is allowed to take the CPA examination.

The accounting minor recognizes attainment of a sound, working knowledge of accounting in addition to another major field of study. Required are ACC 241, 242, 301 or 302, 341, 342, 442; and COS 120 or SYS 300 plus SYS 220.

ACC 241 **3 hours**
Accounting Principles I
An introduction to the language of business. Financial transactions are analyzed, recorded, summarized, and reported in a meaningful manner to management. Also studied are basic financial statements and the various accounting and internal control procedures for recording and protecting assets. *Offered fall semesters.*

ACC 242 **3 hours**
Accounting Principles II
A continuation of Accounting 241. Accounting problems and procedures pertaining to partnerships and corporations are studied. Also studied are various accounting procedures and reports used by management in acquiring fixed assets, budgeting and controlling manufacturing and departmental operations, reporting financial conditions, and analyzing the results of operations. *Prerequisite: ACC 241. Offered spring semesters.*

ACC 301 **3 hours**
Cost Accounting I
A study of the nature of costs and their importance in all types of organizations: manufacturing, service, and nonprofit. Topics include collection and allocation of costs to products and processes, planning, budgeting and control reports, responsibility accounting, and other management analyses and reports. *Prerequisite: ACC 242. Offered fall semesters.*

ACC 302 **3 hours**
Cost Accounting II
A continuation of Accounting 301. This course covers budgeting and control of operations, capital expenditures and cash flow, standard costs and variance analysis, direct costing, and profitability analysis. ACC 302 may be taken by business administration majors as a stand-alone cost accounting course. *Prerequisites: ACC 301 or 242 and permission of the instructor. Offered spring semesters.*

ACC 321 **3 hours**
Accounting Systems and Controls
Accounting systems and controls in a computer environment are studied. A representative, integrated accounting system is set up and operated for common applications such as inventory, accounts payable, accounts receivable, payroll, and general ledger. Emphasis is placed on controls for use in and around computers. *Prerequisites: ACC 242, COS 120 or SYS 300. Offered spring semesters.*

ACC 341 **3 hours**
Intermediate Accounting I
A detailed study of the theory and procedures used by accountants in recording and valuing assets, and the resulting effect on profits. Emphasis is placed on current issues in accounting theory and practice in both intermediate accounting courses. *Prerequisite: ACC 242. Offered fall semesters.*

ACC 342 **3 hours**
Intermediate Accounting II
A continuation of Accounting 341. A study of the theory and procedures used by accountants in recording and valuing liabilities and capital accounts. Special emphasis is placed on the preparation and interpretation of balance sheets, income statements, and statements of changes in financial position. *Prerequisite: ACC 341 or permission of the instructor. Offered spring semesters.*

ACC 360 **1-4 hours**
Independent Study
(Including opportunity to prepare for the uniform CPA examination.)

ACC 370 **1-4 hours**
Selected Topics

ACC 393 **4 hours**
Practicum
Prerequisites: 15 accounting hours (and SYS 200 for majors pursuing a systems concentration).

ACC 405 **3 hours**
Auditing
A study of how professional auditors serve the public, stockholders, and management by impartially examining the accounting records and financial statements of enterprises. Topics studied include standards, ethics of the profession, internal control procedures, and the nature of the audit evidence. *Prerequisites: ACC 342 or permission of the instructor.Offered fall semesters.*

ACC 416 **3 hours**
Advanced Accounting
A study of the more complex issues in accounting for partnerships, consolidated financial statements, and multinational and not-for-profit enterprises. This course includes interim and financial reporting and coverage of current regulations and pronouncements pertaining to the profession. *Prerequisite: ACC 342 or permission of the instructor. Offered spring semesters.*

ACC 442 **3 hours**
Federal Income Taxes
A study of the effect of federal income tax laws and regulations on individuals, businesses, and other taxable entities. This course includes discussion of current issues and various legal methods of tax reduction and savings. *Prerequisite: ACC 242. Offered fall semesters.*

ACC 445 **3 hours**
Advanced Income Tax
A continuation of ACC 442. Tax laws and tax return preparation pertaining to corporate and fiduciary taxpayers are studied. Topics include regular and small business corporations, estates, trusts, and not-for-profit entities. Representative tax preparation software and computerized tax research aids are taught and used in completing course assignments. *Prerequisite: ACC 442. Offered spring semesters.*

IAS 493 **4 hours**
Senior Seminar
Offered interterms.

Business Administration

The bachelor's degree with a major in business administration consists of 45 hours of accounting, business, and economics courses. A core of the following eight courses is required: ACC 241 and 242; BUA 231, 311, 352, and 361; ECO 211 and 212. In addition to the core, 15 hours of concentration courses are required from the following fields as selected by the student and faculty advisor: accounting, economics, finance, management, marketing, or other selected departmental courses which will supplement the student's program. At least one 300 or 400 level ECO course must be included. Also, at least one course with a designated quantitative analysis content must be included among the electives. A final capstone course, IAS 493 (Senior Seminar), is required for all majors. The following cognate subjects outside of the accounting, business, and economics areas are also required of candidates for the BA degree: MAT 110 (or a higher level math), SYS 300, and NAS 240. Required cognate courses for BS degree candidates are MAT 151, COS 120, and NAS 240.

Four business-related minors are offered in human resource management, finance, management, and marketing. These are available to any Taylor University student majoring in disciplines other than business, accounting, and environmental management. These minors provide basic knowledge in various facets of

business and recognition for the effort to acquire such. All four minors require 21 or 22 credits. (Courses designated by 170 and 370 numbers are in a developmental stage at the time of this catalog printing.)

The human resource management minor requires satisfactory completion of BUA 311, 352, 362, 442, and 370 (Organizational Behavior/Development); PSY 140; and CAS 201.

The finance minor requires the following core courses: ACC 170 (Survey of Accounting Principles); BUA 352, 361, and 430; and either ECO 190 or 211. In addition, students must take at least two of the following courses: BUA 312, 370 (Insurance and Real Estate), 370 (Investment Brokerage Preparation), 428, and 442.

The management minor is comprised of six core courses plus one elective course. Required core courses are BUA 231, 311, 352, and 420; ACC 170 (Survey of Accounting Principles); and either ECO 190 or 211. At least one elective must be chosen from BUA 362, 422, 442, and 452.

The marketing minor requires the following five core courses: BUA 231, 312, 410, 352, and 370 (Consumer Behavior). Students must also choose two electives from the following courses: BUA 313, 375, 412, and 452.

BUA 231 **3 hours**
Principles of Marketing
A study of the many facets involved in the field of marketing. Emphasis is given to both the modern marketing system in today's international economy and to the marketing strategies of an organization. Topics include types of markets, market segmentation methods, research methods, product and service strategies, product planning, new product development, distribution channels, sales, advertising, and pricing. Special emphasis is given to applications in international service and nonprofit disciplines.

BUA 311 **3 hours**
Business Law
An overview and summary of the basic business law topics that the majority of students will encounter in their business careers and personal lives. Topics include contracts, agencies, personal property, torts, bailments, real property, leases, estates, trusts, and insurance. *Junior status preferred.*

BUA 312 **3 hours**
Professional Selling
A study of the discipline of the sales professional including both sales strategies and sales management. Primary emphasis is given to business and industry sales applications. Topics include sales training, sales preparation, prospecting methods, types of presentations, handling buyer questions, closing methods, postsales service, and sales management. Course applications include the development and presentation of actual sales demonstrations in class. *Prerequisite: BUA 231. Offered alternate spring semesters.*

BUA 313 **3 hours**
Retailing
A study of the creative and challenging field of retailing, ranging from the independent retail establishments to large retail chain organizations. All types of retail firms are examined including department stores, specialty shops, discount retailers, service organizations, and nonstore shopping. Topics include franchising, consumer behavior, site selection, store layout and design, promotion, merchandise planning and buying, pricing, personnel management, and retail careers. *Prerequisite: BUA 231. Offered alternate spring semesters.*

BUA 352 **3 hours**
Principles of Management
A course designed to acquaint students thoroughly with the theories, principles, and practical applications of management (planning, organizing, staffing, leading, and controlling). Most principles are universally applicable to all types of business and other organizations. Relevance of course material to current, real-life situations is emphasized. *Junior status preferred. Offered fall semesters.*

BUA 360 **1-4 hours**
Independent Study

BUA 361 **3 hours**
Corporate Finance
A study of methods used in the evaluation of financing and investment alternatives and funds management. The course integrates basic accounting with financial analytical techniques. Areas of emphasis include sources of financing, cash flow analysis, working capital management, capital budgeting, net present value, cost of capital and long-term debt, and capital structures. *Prerequisites: ACC 241, 242. Offered fall semesters.*

BUA 362 **3 hours**
Human Resources Management
A study of the role and functions of the personnel department of an organization with an up-to-date examination of the principles, policies, and problems of modern human resources management. Topics include employee relations, job analysis, compensation structures, recruitment practices, training/promotion/transfer/release, performance evaluation, discipline, and management-union relationships. *Prerequisite: BUA 352. Offered spring semesters.*

BUA 370 **1-4 hours**
Selected Topics

BUA 375 **3 hours**
International Business
An in-depth examination of business practices in other countries, leading to a better understanding of intercultural relationships with trading partners, investors, and host countries. *Prerequisite: BUA 231.*

BUA 380 **3 hours**
International Marketing
A study of the factors involved in marketing products and services in other countries. Major geopolitical regions are analyzed and evaluated through practical assignments. Topics include market segmentation analysis, culture, language, values, finance, transportation and distribution networks, international pricing

strategies, political structures, exporting, organization, promotion, and selling practices. Selected research projects and strategic plans provide students with practical applications of key marketing skills. *Prerequisite: BUA 231. Offered alternate spring semesters.*

BUA 381 **4 hours**
European Business Tour
A four-week study tour of the countries of Western Europe focusing on the emergence of the European Community (EC) as a major world trading block. Issues of cultural differences, conflicts, compromises,and international cooperation are examined. Throughout, the cultural dimension of international business dealings is emphasized. *Offered interterm of odd years.*

BUA 393 **4 hours**
Practicum
Prerequisites: lower division business core requirements (and SYS 200 for majors pursuing a systems concentration), and BUA 352.

BUA 410 **3 hours**
Marketing Research
A course designed to provide students with a fundamental understanding of the role and methods of marketing research as a means to enhance the marketing strategies of any modern organization. Topics such as problem identification, proposal and research design, question and survey development, sampling methodology, data analysis, and report presentation are covered in both theory and application. *Prerequisite: BUA 231. Offered fall semesters.*

BUA 411 **3 hours**
Advanced Business Law
A course providing an in-depth examination of specialized areas of business law which are of significant importance for CPA candidates, those entering the banking and corporate environment, and those planning to attend law school. Topics include sales, commercial paper, secured transactions, bankruptcy, and environment and product liability. *Prerequisite: BUA 311. Offered spring semesters.*

BUA 412 **3 hours**
Advertising
A study of the role of advertising in today's business environment. Students examine advertising and its influence in the marketplace. Topics include promotions management, advertising effectiveness, creative design, copy development, media selection and management, advertising agencies, and advertising research. Practical experience is gained through the development of advertising campaigns using varioius media. *Prerequisite: BUA 231.Offered alternate spring semesters.*

BUA 420 **3 hours**
Production and Operations Management
A study of operations management related to production of goods and services. Topics include product design, capital investment, facilities and equipment, maintenance, work methods and measurement, safety and health, production planning and control, materials management, project management, and quality assurance. Current issues such as energy, ecology, productivity and total quality management are discussed. Basic quantitative methods are introduced. *Prerequisite: BUA 352.*

BUA 422 **3 hours**
Small Business Management/Entrepreneurship
Application of management principles (general, strategic and operational) to small businesses is studied. Course requirements include development of a product or service and a comprehensive business plan. Experiential learning opportunities are available including consulting with local small businesses. *Prerequisites: ECO 212, ACC 242, BUA 231, BUA 352 and junior or senior standing. Offered spring semesters.*

BUA 428 **3 hours**
Money and Banking
A variety of practical banking topics is covered including a review of the development of the banking system, attention to the corresponding evolution of money and the demand deposit system, and an overview of nonbank financial intermediaries and their role in the present economy. *Prerequisites: BUA 361, ECO 211, 212. Offered spring semesters.*

BUA 430 **3 hours**
Investments
A course designed to give the student a basic familiarity with practical investment strategies and terminology from both an institutional and individual perspective. Discussion includes stock, bond, commodity, and option markets as well as other investment alternatives. Heavy emphasis is given to current developments. *Prerequisite: BUA 361.*

BUA 442 **3 hours**
Business Ethics
A course designed to analyze the ethical dilemmas described in case studies of managers in private and corporate businesses. Studies include philosophical foundations for Christian ethical model applications and the development of ethical dilemma resolution. Issues are realistic and relevant. Junior status preferred. *Offered spring semesters.*

BUA 452 **3 hours**
Strategic Management
An advanced course dealing with integrative issues in management, encompassing long range and short term objectives, planned and pursued in breadth and depth in an ever-changing environment. *Prerequisites: ECO 212, ACC 242, BUA 231, BUA 352 and junior or senior standing. Offered spring semesters.*

IAS 493 **4 hours**
Senior Seminar
A course designed to integrate classroom theories with actual applications and to prepare students for meaningful employment. A full week is spent touring ten varied business organizations.

Economics

The economics major develops skills in applied critical thinking relevant to the macro- and micro- world around us. Typically, graduates pursue careers in teaching, law, business planning, government service, and missions.

An economics major requires at least 45 credit hours including ECO 211, 212, 331, 332, and 333; four additional 300-400 level economics courses (three credits each); one calculus course (MAT 151 or MAT 140); two statistics courses (NAS 240 and MAT 382); one computer course (COS 120 or SYS 300); and one elective course in business, accounting, or political science. Many economics majors have a second major, e.g.,

business, political science, or mathematics. IAS 493 (Senior Seminar) is a general education requirement which is normally taken in the other major area.

A minor in economics may be earned by students wanting to supplement another major with a better understanding of the economic environment in which they will work and live. At least 21 credit hours are required as follows: ECO 211, 212, and three elective 300 or 400 level economics courses including at least one from ECO 331, 332, and 333. A statistics course (NAS 240) is also required.

ECO 190 **3 hours**
Issues in Economics
Elementary economic concepts are studied and applied to current issues such as unemployment, inflation, economic growth, pollution, poverty, crime, health care costs, discrimination, consumer credit, the federal deficit, and foreign debt. *Not for business, accounting, or economics majors. Offered spring semesters.*

ECO 211 **4 hours**
Principles of Macroeconomics
An introduction to economics emphasizing how the U.S. economy works. Topics studied include opportunity costs, supply and demand, inflation and unemployment, fiscal and monetary policies, and international trade and finance. *Offered fall semesters.*

ECO 212 **4 hours**
Principles of Microeconomics
A continuation of the introduction to economics started in ECO 211, emphasizing decision making by individual producers and consumers. Consequences of such decisions for efficiency of resource use and income distribution in a capitalistic economy are studied. *Prerequisite: ECO 211. Offered spring semesters.*

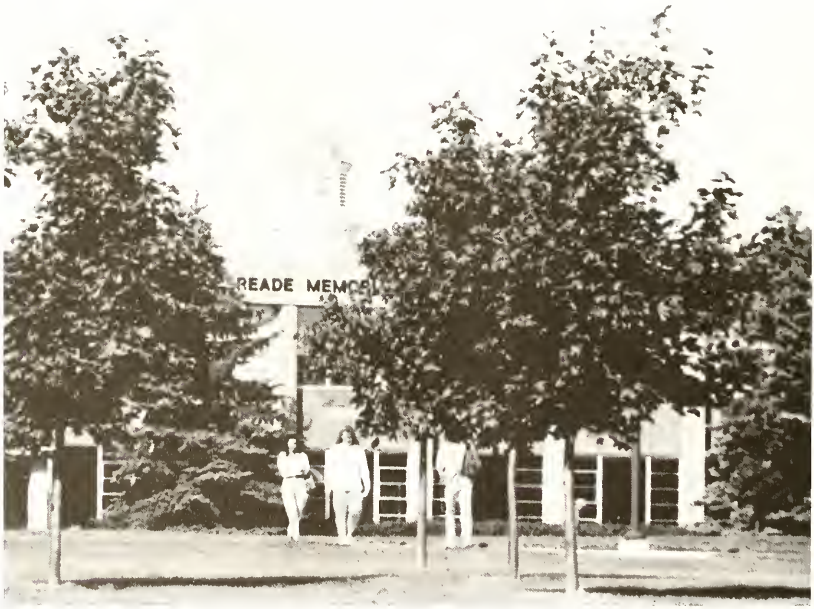
ECO 321 **3 hours**
Government Finance
Analysis of public expenditure and taxation programs of the U.S. federal government. Social security, food stamps, unemployment insurance, and healthcare programs are analyzed. Arguments for and against income redistribution are discussed. Tax analysis focuses on the federal income tax. *Prerequisite: ECO 211, 212. Offered spring semester of even years.*

ECO 331 **3 hours**
Managerial Economics
Applications of microeconomics to business decision making are examined. Intermediate level treatment of microeconomic theory and approaches to empirical estimation of demand and cost curves are highlighted as are optimal business decision strategies in production, pricing, and purchasing. *Prerequisites: ECO 211, 212; MAT 151 or 140; NAS 240. Offered spring semesters.*

ECO 332 **3 hours**
Intermediate Macroeconomics
Intermediate level analysis of factors determining GNP, unemployment, inflation, and interest rates in the U.S. Both closed and open economy models are used. Classical Keynesian and current alternative macroeconomics theories and policies are studied. *Prerequisites: ECO 211, 212. Offered fall semesters.*

ECO 333 **3 hours**
History of Economic Thought
A study of the ideas of the great economic thinkers including Aristotle, Aquinas, the mercantilists, Smith, Malthus, Ricardo, Mill, Marx, Marshall, and Keynes. *Prerequisites: ECO 211, 212. Offered spring semester of odd years.*

ECO 360 **1-4 hours**
Independent Study



ECO 370 **1-4 hours**
Selected Topics

ECO 393 **4 hours**
Practicum

ECO 411 **3 hours**
International Economics
Analysis of the economic effects of and the arguments for and against international trade and trade restrictions. Causes and effects of changes in foreign exchange rates and balance of payments are analyzed. The international monetary system and institutions are discussed. *Prerequisites: ECO 211, 212. Offered fall semester of even years.*

ECO 421 **3 hours**
Natural Resource Economics
This course focuses on the economics of extracting both depletable and renewable resources from the environment. Natural resources studied include energy resources, water resources, forestry, and fisheries. Trends in resource scarcity are discussed. The economics of recycling is considered as time permits. *Prerequisites: ECO 211 and ECO 212. Offered fall semesters.*

ECO 422 **3 hours**
Environmental Economics
This course follows and complements ECO 421. Here the focus is on the economics of pollution and pollution control. Types of pollution studied include air pollution from both stationary and mobile sources, water pollution, acid rain, and toxic substances. Benefit-cost analysis and especially its application to environmental decision making are studied. *Prerequisite: ECO 421 or permission of instructor. Offered spring semesters.*

ECO 442 **3 hours**
Economic Development
A study of the economic growth and growth potential of less-developed countries (LDCs). Historical development patterns of more developed countries and various theories of economic growth are studied. Policies encouraging growth are discussed. Each student does a major research project on one particular LDC. *Prerequisites: ECO 211, 212. Offered fall semester of odd years.*

ECO 451 **3 hours**
Comparative Economic Systems
A study of the economic system such as those of the Commonwealth of Independent States, China, Japan, Sweden, and Yugoslavia. Differences between such economic systems and that of the U.S. are studied in relationship to each country's heritage, culture, religion, and political system. *Prerequisites: ECO 211, 212. Offered spring semester of even years.*

Environmental Management and Environmental Economics

The majors in environmental management and environmental economics prepare students for graduate programs in environmental policy, business, economics, and law as well as for careers in business, government, and missions.

The environmental management major integrates business and environmental science requirements. While a total of 82-83 hours is required, overlaps among business, environmental science and general education requirements could reduce the total number of hours required to as few as 18 hours beyond the general education requirements and standard business major requirements. Because of these overlaps, environmental management majors may not also claim a second major in business administration.

The BS degree with an environmental management major requires BUA 231, 311, 352, 361; ENS 231, 383, 402; ECO 211, 212, 421, 422, ACC 241, 242; either BUA 393 or ENS 393; at least nine additional BUA in-class hours including one quantitative analysis (QA) course [strongly recommended choices are BUA 370 (Environmental Management); BUA 420 and 452]; at least seven ENS elective hours [including courses such as BUA 370 (Environmental Management), ENS 300, ENS 351, and either ENS 340 or ECO 442]; COS 120 or SYS 300; SYS 118; MAT 130 or 151; NAS 240; and POS 331. The general education requirement for IAS 493 is normally taken in business. The BA degree with an environmental management major includes all of the BS degree requirements plus the equivalent of two years of a foreign language.

The environmental economics major integrates economics and environmental science requirements. While a total of 72-74 hours is required, overlaps among economics, environmental science, and general education requirements could reduce the total number of hours required to as few as 19 beyond the general education requirements and standard economics major requirements. Because of these overlaps, environmental economics majors may not also claim a second major in economics.

The BS degree with an environmental economics major requires ECO 211, 212, 331, 332, 333, 421, 422; ENS 231, 383, 402; either ECO 393 or ENS 393; at least six additional ECO in-class hours (strongly recommended choices are ECO 321 and 442); at least seven ENS elective hours (including courses such as ENS 300, ENS 351, and either ENS 340 or ECO 442); COS 120 or SYS 300; SYS 118; MAT 151 and 382; NAS 240; and POS 331. The general education requirement for IAS 493 is normally taken in business. The BA degree with an environmental economics major includes all the BS degree requirements plus the equivalent of two years of a foreign language.

Associate of Arts in Business Administration

An associate of arts degree in business administration is offered for students who want postsecondary training in business administration to prepare themselves for entry level positions in business. This program also allows students to proceed to a bachelor's degree in business administration in a normal sequence. This degree includes ENG 110, MAT 110 or MAT 151, BIB 110, IAS 101, IAS 110, HPR 100, BIB 210, BUA 231, SYS 200 or SYS 118, NAS 240, ECO 211, ACC 241, BUA 352, HUM 230 or a literature course, ECO 212, ACC 242, BUA 311, COS 104 or 106, HPR 200, a communications course, a science course, and enough hours of electives to total at least 64 hours.

CHEMISTRY

Chair, Professor Burden; Professor Kroll; Associate Professor Hammond; Assistant Professor Smith

The Chemistry Department at Taylor University provides high quality training in chemistry while providing opportunities for meaningful spiritual and interpersonal experiences which will enable students to move successfully into the next phase of their professional training or the career of their choice.

A chemistry major (except chemistry/premedicine and chemistry/education) consists of 44 hours of chemistry and must include CHE 201, 202, 301, 301L, 302, 302L, 311, 312, 431, 431L, 432, 432L, and IAS 493. Required related courses are MAT 151 and 230, and PHY 211 and 212. It is strongly recommended that chemistry majors have MAT 240, 352, and 431, and at least one course in computer science. NAS 480 is recommended for all majors in their junior or senior year.

A chemistry student may follow any one of the following chemistry programs:

Bachelor of Arts in Chemistry

Requiring a regular 44-hour chemistry major, a foreign language, and a broad range of electives, this degree program is suitable for students wishing to enter either graduate school or the chemical industry. A reading knowledge of German or French (usually interpreted as two years of college instruction) is also recommended for a BA chemistry major.

Bachelor of Arts in Chemistry/Premedicine

This emphasis prepares a chemistry premedical major with 36 hours of chemistry, a foreign language, and an appropriate number of courses in biology. Chemistry/premedical courses must include CHE 201, 202, 301, 301L, 302, 302L, 311, 312, 431, and IAS 493. A list of requirements is provided under the heading Premedical Program in Preprofessional Studies.

Bachelor of Science in Chemistry/Education

The department, in cooperation with other science departments and the Education Department, offers a science teaching major with a primary emphasis in chemistry. This major requires CHE 201, 202, 311, 301, 302, 431; IAS 493; a core of general requirements; and a supporting area in science. For additional information, consult the curriculum guide published by the Education Department.

Bachelor of Science in Chemistry/Systems

Offering a chemistry major with 44 hours of chemistry accompanied by a core of systems and computer science courses, this emphasis is especially attractive to students planning to enter either graduate school or the chemical industry. PHY 331 and COS 330 are strongly recommended for the chemistry/systems track. See systems requirements.

Bachelor of Science in Chemistry - Environmental Science

This integrated major has a strong emphasis on the physical science aspects of environmental studies. It is appropriate for students planning careers in environmental research or industrial or municipal environmental monitoring and control. In addition to the 44 hours of chemistry, completion of this major requires BIO 204; CHE 320; ENS 231, 383, 402; 12 hours of upper-level electives from CHE 411, 422, COS 330, ENS 340, MAT 352, PHY 331; and a two to four hour practicum.

Bachelor of Science in Chemistry/Environmental Science

A chemistry major with 44 hours of chemistry accompanied by a core of environmental science courses, this is an appropriate emphasis for students planning to enter graduate school or pursue careers in environmental monitoring, planning, or policy making. See environmental science cognate requirements.

Chemistry Minor

A chemistry minor consists of a minimum of 27 hours of chemistry and contains at least four semesters of core chemistry laboratory courses in addition to CHE 201-202. At least one semester course in organic chemistry and one semester course in analytical chemistry must be included.

CHE 100 **4 hours**
Chemistry for Living
A course designed for students who have little or no background in chemistry. Basic principles of chemistry are applied in a social context. Three hours lecture and one two-hour laboratory per week. Recommended to meet general education laboratory physical science requirement. *No prerequisite although high school algebra is recommended. Offered fall and spring semesters.*

CHE 201 **5 hours**
General Inorganic Chemistry I
This is a course designed to meet the needs of the student planning a science-oriented career. Its focus is on the principles of thermodynamics, kinetics, bonding, and acid-base reactions and redox reactions correlated to periodic properties of the elements. Stoichiometric relationships are emphasized. Required for all chemistry majors; strongly recommended for all majors in the natural sciences. Four hours lecture and three hours lab per week.

CHE 202 **5 hours**
General Inorganic Chemistry II
A continuation of CHE 201. Emphasis on the application of thermodynamics, kinetics, bonding, and acid-base reactions and redox reactions to inorganic and bioinorganic chemistry. Laboratory work emphasizes qualitative and quantitative analysis skills. Four hours lecture and three hours lab per week. *Prerequisite: CHE 201.*

CHE 301 **3 hours**
Analytical Chemistry I
An introduction to modern theories and methods used in separations and quantitative determinations. Topics correlate with the laboratory. Three hours lecture per week. *Offered fall semester of odd years.*

CHE 301L **1 hour**
Analytical Chemistry I Laboratory
This laboratory includes gravimetric and volumetric (acid-base, precipitation, redox, nonagueous complexometric) titrations. Three hours laboratory per week. *Prerequisite: CHE 202. Offered fall semester of odd years.*

CHE 302 **3 hours**
Analytical Chemistry II
A continuation of CHE 301 in which instrumental methods of analysis are emphasized. Topics include the general principles underlying selected instrumental methods of analysis. Topics supplement and expand the laboratory experiences. Lecture three hours per week. *Offered spring semester of even years.*

CHE 302L **1 hour**
Analytical Chemistry II Laboratory
Laboratory experiences are offered which include optical methods (UV, VIS, AA), electrochemistry, and chromatography (HPLC, GC, IC). Laboratory three hours per week. *Prerequisite: CHE 301 or permission of instructor. Offered spring semester of even years.*

CHE 311 **5 hours**
Organic Chemistry I
The study of covalent carbon compounds. Nomenclature, properties, and reactions of nonaromatic hydrocarbons, alcohols, ethers, aldehydes, ketones, and caboxylates are studied. NMR and IR spectroscopic methods are learned and applied. The laboratory includes development of advanced lab skills and study of the kinetics and properties of organic substances in reactions. Four hours lecture and three hours lab per week. *Prerequisites: CHE 201, 202.*

CHE 312 **5 hours**
Organic Chemistry II
A continuation of CHE 311. Focuses on aromatic and polyfunctional coumpounds including biomolecules. Lab work includes study of the properties of aromatic compounds, qualitative organic analysis, and small group original research projects. Four hours lecture and three hours lab per week. *Prerequisite: CHE 311.*

CHE 320 **3 hours**
Environmental Chemistry
A course which emphasizes principles and analysis of chemical movement and distribution in natural environments. *Prerequisite: one year of general chemistry. Offered spring semester of even years.*

CHE 320L **1 hour**
Environmental Chemistry Laboratory
This laboratory provides experiences in sampling and analysis of water, soil, and air. Experimental work is conducted in both natural habitats and the laboratory. *Prerequisite: One year of general chemistry. Offered spring semester of even years.*

CHE 360 **1-4 hours**
Independent Study

CHE 370 **1-4 hours**
Selected Topics

CHE 393 **1-4 hours**
Practicum

CHE 411 **4 hours**
Biochemistry
An introduction to the principles of biochemistry. This course is designed for chemistry and biology majors with a background in organic chemistry. Conformation and biosynthesis of macromolecules, bioenergetics, molecular genetics, and techniques of separation and analysis are studied. Three hours lecture and three hours laboratory per week. *Prerequisite: CHE 312 or consent of instructor with a biology course being strongly recommended. Offered spring semester of odd years.*

CHE 422 **4 hours**
Advanced Laboratory
This course emphasizes advanced laboratory techniques in analytical, inorganic, and biochemistry. Experiences are chosen to supplement the previous background and interests of the students enrolled. Concepts emphasized typically are chosen from the following: statistical design of experiments, advanced chromatographic techniques, techniques in synthesizing and characterizing organo-metallic and inorganic compounds, techniques involved in recombinant DNA studies, and other advanced biochemical techniques. One hour lecture and six hours of laboratory per week. *Prerequisite: CHE 302, 312, 431, or permission of the instructor. Offered spring semester of odd years.*

CHE 431 **3 hours**
Physical Chemistry I
An introduction to the kinetic-molecular theory of gases, the principles of thermodynamics, solutions, electrochemistry, and chemical kinetics. The course is designed for chemistry and physics majors. *Prerequisites: CHE 201, 202; PHY 211, 212; and MAT 151, 230. Offered fall semester of even years.*

CHE 431L **1 or 2 hours**
Physical Chemistry I Laboratory
A laboratory course which includes vacuum techniques, thermometry and thermoregulation, calorimetry, physical characterization of solutions, and optical techniques. Students opting for two hours apply these techniques to a project. Three to six hours of laboratory per week. *Offered fall semester of even years*

CHE 432 **3 hours**
Physical Chemistry II
Emphasis on elementary principles of quantum mechanics, molecular structure, spectroscopy, and photochemistry. The course is designed for chemistry and physics majors. Three hours lecture per week. *Prerequisites: CHE 201, 202; PHY 211, 212, and MAT 151, 230 with MAT 240, 352, and 431 strongly recommended. Offered spring semester of odd years.*

CHE 432L **1 or 2 hours**
Physical Chemistry II Laboratory
Same content as CHE 431L. Students who have taken CHE 431L for one-hour credit do a project in CHE 432L. No student may have more than two hours total laboratory credit from CHE 431L and CHE 432L. Three to six hours laboratory per week. *Offered spring semester of odd years.*

CHE 450 **1-4 hours**
Directed Research

IAS 493 **4 hours**
Senior Seminar

CHRISTIAN EDUCATION

See Biblical Studies, Christian Education, and Philosophy.

COMMUNICATION ARTS

Chair, Professor D. Jackson; Professors Hubbard, Rousselow; Associate Professors Walker, C. Kirkpatrick; Assistant Professor Pletcher; Television Producer in Residence Pavesi

The primary mission of the Communication Arts Department is to help students acquire the communication knowledge and skills needed for a variety of Christian ministries as well as careers in television, radio, print media, business, public relations, theatre, teaching, government, and law.

Students may select one of four majors. Each of the first three majors listed below may be combined with a minor from within the department or with a second major or minor from a different department. A bachelor of arts degree or a bachelor of science degree in communication arts may also be combined with systems or environmental science. The fourth major is a BS in communication arts education designed for students who desire to teach in secondary schools. Minors are available in communication studies, mass communication, theatre arts, and public relations.

Communication Studies (CAS)

This major emphasizes communication theory and skills (interpersonal, public speaking, discussion, debate, persuasion) and may be used to prepare for careers which have communication knowledge and skills as major requirements. A total of 42 hours is required including CAC 126, 226, 326, IAS 493 (CAC), CAS 110, 120, 393 (or CAS 360), and CAS 441; a combined total of three courses selected from theatre arts and mass communication; and 18 additional hours of communication studies courses (CAS).

The communication studies minor requires CAS 110, 120, CAT 200, and 12 additional CAS hours for a total of 19.

Mass Communication (CAM)

Core courses in radio, television, and print media are used in this major to prepare students for media-related careers, Christian ministries, and public relations. A total of 46 credit hours is required, including CAC 126, 226, 326, IAS 493 (CAM), CAS 110, 120; CAM 150, 241, 250, 320, 393 or 492; a combined total of three courses selected from theatre arts and communication studies; three additional CAM elective courses; and either CAM 332 and 343 or CAM 431 and 432. Students are required to work with campus media a minimum of three semesters and are encouraged to choose additional electives in psychology, political science, art, business, sociology, and history.

The mass communication minor requires CAM 150 and 250 and 12 additional CAM hours for a total of 18.

Theatre Arts (CAT)

Course sequences for theatre majors offer training in all basic phases of theatre production. A total of 42 credit hours is required including CAC 126, 226, 326, IAS 493 (CAC), CAS 110, 120, and 441; CAT 200, 212, 393 (or CAT 360), 402, 432; two from CAT 301, 362, 341; and a combined total of three courses selected from communication studies and mass communication. Students are required to participate in a minimum of one theatre production per year. Recommended electives include ENG 230, 361, 362; PHI 201, 262; and REL 262.

The theatre arts minor requires CAS 120, CAT 200, 212, 432, either CAT 301 or 342, and one additional CAT elective for a total of 17 credit hours.

Communication Arts Education

The curriculum for the communication arts bachelor of science in education degree is designed for students who want to be certified to teach communication arts (speech, theatre, radio, and television) in secondary schools. A total of 47 credit hours is required including CAC 126, 226, 326, IAS 493 (CAC), CAS 110, 120, 231, 331, 342, 372, 441; CAT 200, three courses from CAT 212, 341, 362, or 432; CAM 250, 382, and 392. Suggested electives include ENG 312, 361, and 362. All education majors are encouraged to select a second teaching area (minor).

Public Relations Minor

The public relations minor requires CAM 150, 201, 320, CAS 261, 461 and two courses from CAM 332, 343, 350, 395, or ENG 333 for a total of 21 credit hours.

Communication Arts Core Courses

CAC 126 **2 hours**
Communication Arts Seminar I: Dimensions of Communication
Explores definitions and models of communication from the point of view of the various dimensions of the discipline: communication studies, theatre, and mass communication. *Offered spring semesters.*

CAC 226 **2 hours**
Communication Arts Seminar II: Careers
Focuses upon the question "What can I do with this major?" by increasing students' awareness of careers which require the skills and knowledge developed by the communicative arts. *Offered fall semesters.*

CAC 326 **2 hours**
Communication Arts Seminar III: Artistic and Ethical Applications
Explores historic, traditional, and contemporary aesthetic theory and uses a case study method to explore basic ethical issues in the fields of theatre, mass communication, and communication theory. *Offered spring semesters.*

IAS 493 (CAC) **4 hours**
Senior Seminar: CAC
Explores historic, traditional, and contemporary approaches to

critical methodology and communication theory as it relates to the current IAS 493 theme. *Offered interterms.*

IAS 493 (CAM) **4 hours**
Senior Seminar: CAM
Designed to provide an overview and integration of the field of mass communication with the Christian faith. *Offered interterms.*

Communication Studies Courses (CAS)

CAS 110 **2 hours**
Public Speaking
Concentrates on the development of public speaking skills including audience analysis, library research, organization, the use of evidence to support a point of view, delivery, and listening.

CAS 120 **2 hours**
Interpersonal Communication
The study of self-esteem, empathic listening, emotion, language, nonverbal behavior, conflict, and ethics in interpersonal relationships.

CAS 201 **3 hours**
Corporate Communication
The acquisition and application of communication skills used in business and industry.

CAS 231 **3 hours**
Voice and Articulation
A study of functional speech problems with emphasis on diagnostic and remedial methods for improvement. The International Phonetic Alphabet is taught as an aid to improving speech skills. *Offered fall semester of even years.*

CAS 261 **3 hours**
Introduction to Public Relations
An analysis of public relations theory and practice examining public relations environments, audiences, and message strategies. *Offered fall semester of odd years.*

CAS 331 **3 hours**
Communication for Decision-Making
A study of discussion and debate as tools for rational decision-making. Includes practical instruction in discussion leadership and educational debate. *Offered fall semester of odd years.*

CAS 340 **3 hours**
Intercultural Communication
The study of the complex process of intercultural communication. The course seeks to create an awareness of culture-bound assumptions and ways to communicate more effectively with persons from other cultures.

CAS 342 **2 hours**
Speech Pathology for the Classroom
The causes and treatment of pathological and functional speech and hearing disorders. Course content and structure are designed to equip elementary, special education, and secondary teachers to help students correct speech problems and to provide classroom support for speech therapists. *Offered as needed.*

CAS 360 **1-4 hours**
Independent Study

CAS 370 **1-4 hours**
Selected Topics
Courses offered on topics of special interest.

CAS 372 **3 hours**
Communication for Change
A study of communication as an agent for change in various social contexts. Focuses primarily upon the skills, methods, and ethics of persuasion. *Offered spring semesters.*

CAS 380 **3 hours**
Advanced Interpersonal Communication
Advanced interpersonal communication theory and skill development with special focus on empathic listening. *Prerequisite: CAS 120. Offered interterms.*

CAS 382 **3 hours**
Family Communication
The study of messages and meanings in contemporary family relationships including family diversity, spousal relationships, custodial and autonomous child-parent relationships, sibling relationships, and the religious, legal, and televised messages about families. *Offered spring semesters.*

CAS 393 **1-4 hours**
Practicum

CAS 441 **3 hours**
Critical Perspectives
Examination of the development and application of critical methods used to interpret and evaluate historical and contemporary public discourse. *Offered fall semesters.*

CAS 461 **3 hours**
Public Relations Writing and Production
Emphasizes the development and application of public relations skills while working with a client. *Prerequisite: CAS 261. Offered fall semester of even years.*

CAS 490 **1-2 hours**
Honors

CAS 492 **8-16 hours**
Internship
Professional semester of supervised internship in a work setting related to the major field of study. *Prerequisites: Completion of departmental core and major core courses and approval of the department faculty.*

Mass Communication Courses (CAM)

CAM 150 **2 hours**
Basic Reporting for the Media
A beginning course in covering beats and reporting and writing news through the use of an electronic journalism laboratory. *Prerequisite: ENG 110.*

CAM 250 **4 hours**
Mass Media
Examines the role of mass media in society today and the impact upon education, religion, business, and politics. *Prerequisite: ENG 110.*

CAM 300 **1-2 Hours**
Media Laboratory
Two hours of credit may be earned per semester by students holding the top leadership positions in authorized campus communications — newspaper, yearbook, radio station, and cable television. One hour of credit may be earned per semester by those holding secondary media positions approved by the faculty advisor and CA Department chair. A maximum of six hours may count toward graduation. Media laboratory credit hours do not meet the major requirements in the Communication Arts Department.*Prerequisite: Permission of the Communication Arts Department chair.*

CAM 320 **4 hours**
Newswriting
Emphasis on reporting and coverage of meetings, speeches, government, religion, and sports for print and broadcast media. Practice in the interview technique and interpretative reporting is provided. *Prerequisites: ENG 110; CAM 150, and CAM 250.*

CAM 332 **3 hours**
Editing and Design
Basic news editing of wire services and local copy, pictures, and headlines. Practice in news make-up and in the editing and design of special magazine sections is provided. *Prerequisite: CAM 320. Offered spring semester of even years.*

CAM 343 **3 hours**
Feature Writing
The writing of news, background, human interest, and historical features for the print media. *Prerequisite: CAM 320. Offered spring semester of odd years.*

CAM 350 **3 hours**
Writing for Advertising
A writing course for the preparation of newspaper, magazine, radio, and television advertising copy and commercials.Designed for communication arts majors but open to others as enrollment permits. *Not open to freshmen. Offered fall semester of odd years.*

CAM 352 **3 hours**
History and Criticism of Film
A survey of film history, artistic growth, and early influences and techniques of film-making. Critical principles for viewing films are emphasized. *Offered spring semester of odd years.*

CAM 360 **1-4 hours**
Independent Study

CAM 370 **1-4 hours**
Selected Topics
Courses offered on topics of special interest.

CAM 382 **3 hours**
Television Production
Theory and production aspects of television including application of production principles in actual directing situations. *Offered spring semesters.*

CAM 392 **3 hours**
Radio Production
Theory and production aspects of radio including radio personality development and the application of production principles in a variety of radio programming situations. *Offered fall semesters.*

CAM 393 **1-4 hours**
Practicum

CAM 395 **3 hours**
Broadcast Scriptwriting
Offers training and practice in writing scripts for radio and television including scripting forms, approaches, and techniques required for the writing of effective scripted material. *Offered spring semesters.*

CAM 431 **3 hours**
Advanced Television Production
Advanced study and practice of television production and directing including electronic editing and remote production techniques. *Prerequisite: CAM 382. Offered fall semesters.*

CAM 442 **3 hours**
Applied Telecommunication Strategies
The integration of television production skills as applied to client-centered projects, industrial and educational television, cablecasting, and computerized editing. *Prerequisite: CAM 431. Offered spring semesters.*

CAM 471 **3 hours**
Mass Communication Law
Examines the historical background and development of speech, broadcast, and press freedoms and how the interpretation of these freedoms has changed over the years. Designed to help print and broadcast journalists understand their legal rights in gathering, preparing, and disseminating news and information. *Open to juniors and seniors only. Offered fall semester of even years.*

CAM 490 **1-2 hours**
Honors

CAM 492 **8-16 hours**
Internship
Professional semester of supervised internship in a work setting related to the major field of study. *Prerequisites: Completion of departmental core and major core courses and approval of the department faculty.*

Theatre Arts Courses (CAT)

CAT 200 **3 hours**
Oral Interpretation of Literature
Study and practice of personal-spiritual involvement with literature through the application of basic techniques of literary analysis and oral reading.

CAT 212 **3 hours**
Acting
Study of the theories and principles of acting as an art, approached through a Christian perspective of life and the human situation. Practical application of performance techniques and character development are provided through laboratory theatre experiences. *Corequisite: HPR 200 Acting.*

CAT 301 **3 hours**
Advanced Oral Interpretation of Literature
Advanced study and application of the techniques of literary analysis and oral reading. Readers' theatre is emphasized with laboratory experience provided. *Prerequisite: CAT 200 or permission of instructor. Offered fall semester of odd years.*

CAT 341 **3 hours**
Stagecraft and Scene Design
Emphasis given to the technical phases of play production including design theory and practice with projects in set construction, lighting, and makeup. Work on theatre productions provides practical experience. *Offered fall semester of even years.*

CAT 360 **1-4 hours**
Independent Study

CAT 362 **3 hours**
Religion and Theatre
A study of the distinctions and correlations among secular, religious, and "Christian" drama with particular emphasis placed on religious-literary criticism. *Offered fall semester of odd years.*

CAT 370 **1-4 hours**
Selected Topics

CAT 393 **1-4 hours**
Practicum

CAT 402 **3 hours**
Contemporary American Theatre
A study of selected twentieth-century American theatre movements, people, and dramatic literature from 1950 to the present. *Offered spring semester of even years.*

CAT 432 **3 hours**
Play Directing
Study of the theories and principles of directing as an art approached through a Christian perspective of life and the human situation. Emphasis is given to play analysis with practical application provided through laboratory theatre experience. *Prerequisite: CAT 212 or permission of instructor.*

CAT 490 **1-2 hours**
Honors

CAT 492 **8-16 hours**
Internship
Professional semester of supervised internship in a work setting related to the major field of study. *Prerequisites: Completion of departmental core and major core courses and approval of the department faculty.*

COMPUTING AND SYSTEM SCIENCES

Chair, Professor W. Roth; Professors Adkison, Diller; Associate Professors Toll, White; Assistant Professor Wiley

The mission of the Computing and System Sciences Department is to assist in the education of men and women so that upon graduation they are committed Christians, eager to serve Christ, conversant with all areas of knowledge included within the liberal arts, well-trained and experienced in computer science and systems analysis, and highly motivated to contribute to society.

Computer Science

The bachelor of arts degree is offered in computer science, and the bachelor of science degree is offered in computer science/systems.

A major in computer science includes a 41 hour core consisting of COS 120, 250, 252, 253, 311, 331, 340, 341, 381, 421, plus MAT 151, SYS 200, and NAS 240 or MAT 352. In addition, the major includes a 24 hour application field in one of five areas:

Business Information Systems: COS 240, 262, 272, 320 (two hours), 382; SYS 352; BUA 352; and ACC 241.

Graphics: COS 280 or MAT 372, COS 310, 320 (four hours), 350, 351, 382, 423, and 450 (three hours)

Intelligent Systems: COS 280, 351, 380; SYS 352, 411; plus COS 330 and PHY 331 or PHI 201, PSY 411, and COS 310.

Scientific Computing: MAT 230, 240, 372; COS 310, 320 (four hours), 350 and 382.

Integrated: COS 240, 272, 280, 310, 320 (four hours), 350, 382; plus SYS 352

All computer science majors are urged to complete the bachelor of science/systems program described in this catalog. Majors are also required to pass a comprehensive examination during their junior and senior years. This examination consists of three parts: a written examination during the fall of their junior year plus a programming project and an oral examination during January of their senior year.

A computer science minor consists of COS 120, 250, 252, 253, 262, 341, 382; SYS 200, 390; and one course from COS 240, 280, or 350.

Computer Graphics Arts

The bachelor of arts degree is offered in computer graphic arts and the bachelor of science degree is offered in computer graphic arts/systems.

The computer graphic arts degree is an interdisciplinary major offered jointly with the Art Department. The major is designed for students with both an artistic and a technical orientation. The major is distinct from the graphics track computer science major which is more technical and less artistic in nature. The required course hours are divided evenly between the two disciplines.

Specific requirements in addition to the specified courses are

1. Senior seminar is taken in the art department.
2. An exhibition is required during the senior year.
3. The practicum is a work experience in a setting where artistic talent and technical skills are utilized and improved.
4. The directed research course normally is taken during interterm of the junior year and explores image production techniques with an emphasis on technical aspects.

The major in computer graphic arts consists of ART 101, 201, 202, 213, 314, 322, 352, 401; COS 120, 250, 320 (two hours), 350, 351, 393, 450 (three hours); and SYS 200.

COS 100 **3 hours**
Computing in the Modern World
An introduction to the computational tools and skills needed to be computer literate in today's world with an emphasis on social concerns. Students develop and use programs designed to give an understanding of the role of the computer in our society and discuss the social problems and concerns brought on by this technology. A structured BASIC or other problem solving tool used as a programming language is included along with work on spreadsheets, databases, and word processing. Not for computer science majors or systems students. Students entering fall 1994 and after may not register for this course, which will not be offered after spring 1996.

COS 104 **2 hours**
Computing and Information Concepts
An introduction to computing issues and information technology designed to provide a foundation for future coursework directly related to the student's major. Topics discussed include hardware and software, operating systems, graphical user interfaces, storage technology including CD ROM, local and network information access, spreadsheets, and ethical issues. The course is designed for those with little or no previous computer experience. COS 106 is available for those with more experience. Credit may not be earned in both COS 104 and COS 106. Not open to students who have already taken COS 100 or COS 110. Two hours lecture and one hour laboratory.

COS 106 **2 hours**
Computing and Information Concepts
An introduction to computing issues and information technology designed to provide a foundation for future coursework directly related to the student's major. Topics discussed include hardware and software operating systems, graphical user interfaces, storage technology including CD ROM, local and network information access, advanced spreadsheets, and ethical issues. The course is designed for those with significant previous computer experience. The material is covered in more depth and breadth than in COS 104. Credit may not be earned in both COS 104 and COS 106. Not open to students who have already taken COS 100 or COS 110. Two hours lecture and one hour laboratory.

COS 110 **3 hours**
Business Computer Systems
A study of the use of computers as they are employed in the modern business organization. An overview of the hardware, programming languages, databases, teleprocessing, and supporting industry is stressed. Some programming problems in business applications are solved using a structured BASIC and/or COBOL as the programming language(s). The course also deals with the social impacts of computers and the microcomputer impact on business. (Only for business and accounting majors not in systems.) Students entering fall 1994 and after may not register for this course, which will not be offered after spring 1996.

COS 120 **4 hours**
Introduction to Computer Science
Computer programming is stressed. Algorithms for text processing, information retrieval, mathematical manipulation, sorting, file handling, and introductory data structures are presented. Good algorithm design, style, program structure, documentation, code reading, and introductory software engineering techniques are emphasized. Three hours lecture and two laboratory hours per week.

COS 230 **2 hours**
Missions Technology
A survey and in-depth study of technology applied to Christian missions. Theory and issues in application are developed. Extensive field trips to observe and interact with mission organizations may be included as well as a project orientation. *Prerequisite: One course in computer science.*

COS 240 **3 hours**
Business Application Programming
Investigations of the file types and data structures typically found in business information systems. Students are given the opportunity to implement various solutions using these concepts in business application programming exercises. Most commonly used features of the COBOL language are presented and practiced. A fourth-generation language is also introduced. *Prerequisite: COS 120.*

COS 250 **3 hours**
Data Structures
Sorting algorithms and computational complexity are introduced. Data structures such as linked lists, stacks, queues, and trees are studied. An object-oriented programming approach is taught. The C and C++ languages are used with the UNIX operating system. *Prerequisite: COS 120.*

COS 252 **4 hours**
Discrete Structures
Elements of discrete mathematics important as a foundation for computer science are studied. Topics include counting principles, infinity, sets, recursion, computability, combinatorics, Boolean algebra and logic, graphs, difference equations, number systems, and numeric representation. *Prerequisites: COS 120 and MAT 151.*

COS 253 **2 hours**
File Processing
File organization, batch and interactive file processing, and related algorithms are studied using the VAX VMS operating system. *Prerequisite: COS 250.*

COS 262 **3 hours**
Microcomputer Business Systems
An evaluation of hardware, software, and systems for business use with microcomputers. Activities include a survey of operating systems, hardware and future trends, evaluation of training materials and documentation, plus group projects emphasizing systems analysis and design. An in-depth emphasis is provided on a spreadsheet such as Lotus or a database such as Paradox for Windows. *Prerequisites: COS 240 or 250 and SYS 200.*

COS 272 **3 hours**
Applications Software Management
Examination of the post-implementation management of application software and the dynamics of the business environment as an agent of change. Transaction processing systems, management information systems, decision support systems, executive information systems, and knowledge-based systems along with their role in the overall corporate strategy are studied. *Prerequisites: COS 240 and 253.*

COS 280 **3 hours**
Introduction to Artificial Intelligence
A survey of the entire field of artificial intelligence. Major areas of exploration include search, logic, learning, knowledge representation, problem solving, natural language processing, computer vision, robotics, expert systems, and neural networks. An introduction to LISP is included. *Prerequisite: COS 250.*

COS 310 **1 hour**
Current Literature Survey
A survey of current literature in computer science. Emphasis is placed on the need to develop regular habits of journal reading. Students lead discussions on papers and topics of interest. Internet access for technical information is investigated.

COS 311 **1 hour**
Ethics in Computer Science
A study of the ethical implications of computers in society and the role of Christians as computer science professionals. Several of the major ethical issues in the field such as privacy, power, liability, equity, and whistle-blowing are explored. The ethical concerns of computer science and systems analysis and their relationship to one's faith are an integral part of this course.

COS 320 **2 or 4 hours**
Algorithm Design
Algorithms and related data structures from a variety of areas are examined and analyzed. The first half of the course deals with standard types of algorithms (such as recursion, divide and conquer, greedy, and heuristic algorithms); a survey of classical algorithms (from areas such as sorting, searching, tree manipulation, graphs, and geometric algorithms); and an introduction to distributed processing. The second half of the course covers more theoretical topics such as program complexity and correctness as well as parallel algorithms. *Prerequisite: COS 253.*

COS 330 **4 hours**
Microcomputer Interfacing
Software and hardware considerations involved in interfacing and using minicomputers and microcomputers for on-line applications and as a part of larger systems are studied. *Prerequisite: PHY 331 or permission of instructor.*

COS 331 **3 hours**
Data Communications
A study of the nature and applications of data communications in use today. Fundamental concepts of types, modes, and media of transmission are studied. The type of equipment used in data communications is discussed. Network configurations, transmission correction procedures, and data communications software are examined. *Prerequisite: COS 253.*

COS 340 **4 hours**
Software Engineering
A study of the procedures and tools of large system software project development and management. Basic concepts of software engineering are introduced using the development of a large software system as an instructional tool. The project is designed and its development managed using the tools and techniques examined in the course. *Prerequisite: COS 253.*

COS 341 **3 hours**
Database Concepts
A study of the basic nature and application of databases in use today. The physical representation of databases, the E-R (entity, relationship, attribute) models used in designing a database, commercially available database management systems, and the factors involved in implementing and using a database are examined. Students work with a database tool such as dBASE IV, FOCUS, C, or PASCAL in projects requiring the writing of programs. *Prerequisite: COS 253.*

COS 350 **3 hours**
Computer Graphics
A first course in computer graphics with an emphasis both on the development of images and an introduction to the algorithms and data structures of computer graphics. GUI design, graphics primitives, geometric transforms, ray tracing, and illumination and shading are covered. Commercial graphics development packages, Visual Basic, and the C programming language are used. *Prerequisite: COS 250.*

COS 351 **3 hours**
Computer Vision
A study of the fundamental concepts of digital image acquisition, enhancement, representation, analysis, and understanding. Covers hardware components, software design, current systems and applications. *Prerequisite: COS 250. Offered fall semester of odd years.*

COS 360 **1-4 hours**
Independent Study

COS 370 **1-4 hours**
Selected Topics
Prerequisites: Two courses in Computer Science.

COS 380 **3 hours**
Natural Language Processing
A study of the automation of human communication abilities, covering both textual and vocal aspects. Major topics include language understanding, representation, enhancement, generation, translation, and speaker/author recognition. LISP is reviewed. *Prerequisite: COS 280. Offered fall semester of even years.*

COS 381 **3 hours**
Computer Organization
An introduction to the hardware of the modern computer and the architectural issues involved in computer design. The study of machine instruction sets and assembly language programming assignments are used to illustrate concepts. Specific topics include instruction sets, arithmetic and logic, addressing modes, memory systems, subprograms, RISC computers and parallel processing hardware with assignments on the transputer network. *Prerequisite: COS 253*

COS 382 **3 hours**
Language Structures
A study of the features and implementation issues of program-

ming languages including a survey of several languages. Grammars, syntax, semantics, translation, lexical analysis, and parsing are introduced. Languages for parallel processing are discussed and used. *Prerequisite: COS 253*

COS 393 **3-4 hours**
Practicum
Pass-fail only.

COS 421 **3 hours**
Operating Systems
A study of the design considerations of computer operating systems and their interaction with hardward features. Topics covered include process management, storage management, protection and security, and distributed systems. Simulations of operating system components are done, and parts of a functional operating system are written. *Prerequisite: Two COS courses above COS 253.*

COS 423 **3 hours**
Advanced Computer Graphics
A second computer graphics course that includes more sophisticated image development techniques and an emphasis on the mathematics and algorithms of computer graphics. Several standard algorithms are programmed. Topics include matrix transformations, curve and surface representation, geometric modeling, animation, and the geometry of computer graphics. Computer architectures including parallel processing are discussed. *Prerequisite: COS 350.*

COS 450 **1-4 hours**
Directed Research
Independent or small group projects. May be taken by any COS major with instructor approval. Required of graphics track COS majors and computer graphic arts majors. Normally taken interterm of the junior year.

COS 490 **1-2 hours**
Honors

IAS 493 **4 hours**
Senior Seminar

Systems

Program Director, Professor Adkison

Bachelor of arts and bachelor of science degrees with systems are provided in any major. Students may choose to augment any liberal arts program with a career thrust in systems analysis. To do so, students should register for the BA or the BS degree in the systems curriculum and continue to pursue the liberal arts major. The systems curriculum requirements are SYS 118, 200, 390, 392, 394, 401 or 402; COS 120 and COS 240 or 250; SOC 320; MAT 151, MAT 382; NAS 240 or MAT 352; and a major 393 (a practicum course in the student's major which counts toward major hours).

Depending on the student's major and other areas of interest, other courses may be substituted for those listed above. For example, mathematics, physics, chemistry, and pre-engineering majors take a different sequence of mathematics courses and may elect to take a computer science course other than COS 240 or 250, subject to Computing and System Sciences departmental approval. Business majors are not required to take SOC 320.

Associate of Arts Degree in Systems

An associate of arts degree in management information systems has been developed for people who wish to become information systems specialists. Students enrolled in this two-year program are preparing for vocations in the fields of computer programming and information systems. The sequence includes a combination of business, computer science, and systems analysis courses built around a core of liberal arts studies. In the four-course sequence of SYS 200, 390, 394, and COS 393, the student approaches systems in general and management information systems in particular and completes a practicum in a systems environment outside of Taylor University.

The course requirements are ENG 110; MAT 110 or 151; IAS 101, 110; HPR 100, 200; BIB 110, 210; ACC 241, 242; BUA 352; CAS 201; NAS 240; SOC 320; COS 120, 240, 250, 262, 393; SYS 200, 390, 392, and 394.

SYS 118 **3 hours**
Problem Solving Methodologies
A variety of problem solving techniques are explored. Tools and techniques are emphasized, but a programming language is not taught. Approaches typically studied include basic problem solving strategies, problem simplification and decomposition techniques, group problem solving, algorithmic solutions and their correctness, recursion, mathematical models, simulation, decision trees, graphs and networks, linear programming, and logic problems.

SYS 200 **3 hours**
Basic Systems
An introduction to systems concepts and the basic tools of systems analysis. Topics include the system development life cycle, decision-making, project planning and control, philosophical foundations, and selected applications of systems techniques in the student's general field.

SYS 220 **2 hours**
Spreadsheet Problem Solving
A study of electronic spreadsheets using the software program LOTUS 1-2-3. Areas emphasized include good worksheet development, the program command structure, the use of special functions, creating and printing graphs, using databases, file management, and programming with macro commands. *Prerequisite: COS 104 or 106.*

SYS 300 **3 hours**
Computer Systems Applications
Presents and works with a broad range of applications of computers in profit and nonprofit organizations. These topics come from the manufacturing area, financial institutions, and service organizations. Example applications to be studied from these areas might include CIM, OLTP, and donor giving. Laboratory activities focus on computer-based problem solving and include a variety of other skills such as presentation graphics and advanced spreadsheet work. Other topics highlighted are file management issues, business information access from networks, and future hardware, software, and applications trends plus implications. This course will be taught for the first time spring 1996. *Prerequisites: COS 104 or 106, ACC 241, ECO 211, and MAT 110.*

SYS 352 **3 hours**
Knowledge Based Systems
Prominent knowledge-based system approaches are introduced including production rule systems and neural networks. Principles of knowledge acquisition are taught and applied. Various forms of knowledge representation are experienced including rules, net, frames, and predicate logic. Various connectionist paradigms are surveyed. Programming is primarily in CLIPS and ECLIPSE. *Prerequisites: COS 280 and SYS 200. Suggested: COS 382.*

SYS 360 **1-4 hours**
Independent Study

SYS 370 **1-4 hours**
Selected Topics

SYS 390 **3 hours**
Information Systems Analysis
Development of knowledge and skills needed to conduct the planning and analysis phases of the software development life cycle. Information gathering, data and process modeling, and specification of system requirements using a structured methodology are emphasized along with project management techniques. *Prerequisites: COS 120 and SYS 200.*

SYS 392 **1 hour**
Systems Seminar
The integration of systems topics with an emphasis on current development in many disciplines. Guest, faculty, and student presentations plus occasional group discussions provide the format. May be taken twice.

SYS 394 **3 hours**
Information Systems Design
This course explores how to construct an information system to best satisfy the documented requirements. All required inputs, software programs, outputs, and files as well as manual procedures are designed using a structured methodology. Internal and external system controls are defined to assure system reliability. Management and end-user involvement and design documentation are emphasized. *Prerequisite: SYS 390.*

SYS 401 **4 hours**
Operations Research
Examination of mathematical techniques used in systems analysis including mathematical programming, probability models, game theory, optimization, and statistical techniques with an emphasis on applications using computer assisted instruction. *Prerequisites: The following courses (or their approved substitutes) must have been completed with a grade of C or better: SYS 200; COS 120, 240 or 250; and NAS 240 or MAT 352. The following courses (or their approved substitutes) must have been completed with a grade of C- or better: MAT 151 and 382.*

SYS 402 **4 hours**
Modeling & Simulation
A study of mathematical modeling and simulation methods, focusing on discrete systems. A variety of simulation languages are reviewed, but MODSIM II is used extensively. Many applications are surveyed and group term projects are carried out. *Prerequisites: The following courses (or their approved substitutes) must have been completed with a grade of C or better: SYS 200; COS 120, 240 or 250; and NAS 240 or MAT 352. The following courses (or their approved substitutes) must have been completed with a grade of C- or better: MAT 151 and 382.*

SYS 411 **3 hours**
Machine Learning
Classification learning systems of various types are explored. These include statistical pattern recognition, neural networks, genetic algorithms, fuzzy logic, and methods for inducing decision trees and production rules. Existing systems are reviewed. Group term projects allow development of and experimentation with a system of interest. *Prerequisite: COS 280.*

ECONOMICS

See Business, Accounting, and Economics.

EDUCATION

Chair, Associate Professor Bedi; Professor Burnworth; Associate Professors Hess, J. Hodson, Schemmer, Wilson; Assistant Professor Rogers

Introduction

Taylor University seeks to develop competent, caring, and reflective teachers prepared for world service. Belief that teachers who have experienced a vigorous professional preparation within the framework of evangelical Christian values will have a profound influence on the students they teach in public, private and/or overseas schools pervades the education program approach. A comprehensive liberal arts curriculum provides the foundation for subject matter competence as well as lifelong learning, leadership, and continued growth in the teaching profession. The Department of Education cooperates with other departments to ensure the development of high quality general education and major fields of study. Taylor University's teacher education program is accredited by NCATE (the National Council for Accreditation of Teacher Education) and the Indiana Professional Standards Board. Admission to, retention in, and completion of an approved teacher education program at Taylor University is coordinated by the director of teacher education. Students seeking teaching certification may fulfill the requirements while earning either a bachelor of arts or bachelor of science degree.

Advisement

Students wishing to explore or prepare for the teaching profession should become involved in the teacher education program as early as possible in their college careers. It is advised that initial steps be taken as an entering freshman or as soon as possible after entering Taylor. Upon declaring a major area of study (elementary education or secondary education), the student will be assigned an academic advisor. This academic advisor will continue to advise the student throughout the entire program. However, by use of the curriculum guide for the chosen area of study, much of the student's planning may be self-directed. Curriculum guides containing course requirements for all teacher education programs offered at the university may be obtained from the Department of Education. The *Teacher Education Program Student Handbook* includes a four-year program timeline and course sequence for general education and major and professional education courses which assist the students in planning their teacher education program.

Admission to the Teacher Education Program: Step One

There is a formal admission procedure to the teacher education program. A student is admitted to the program upon completion of an official application form (initiated by the Teacher Certification Office) and favorable action by the Teacher Education Committee. The application should be completed during the first term of a student's sophomore year. Students are formally admitted to the teacher education program after completing three terms of college work, one of which must have been at Taylor. The Teacher Education Committee has established standards which students must meet in order to be admitted to and remain in the program. Factors encompassed by these standards are scholastic performance, communication skills, portfolio requirement I, and departmental recommendation. Detailed explanations of these standards may be obtained from the Department of Education.

Admission to Supervised Internship (Student Teaching): Step Two

Subsequent to admission to the program, there is a formal admission procedure to student teaching. The application is initiated and facilitated through the office of the director of field experiences and should be prepared and ready for consideration (by the Teacher Education Committee) by the beginning of the sixth term. The factors considered by the Teacher Education Committee include (1) successful completion of prerequisite courses, (2) departmental recommendation, (3) portfolio requirement II, and (4) scholastic performance. Detailed explanations of these standards may be obtained from the Department of Education.

Scholastic Performance

Teacher education program standards include students passing all education (EDU prefix) courses with grades of C- or better. Also, a grade of C- or better in education courses must be achieved as a condition for taking sequential courses for which the course is a prerequisite.

Transfer of Credit from Other Institutions

Students seeking admission to the Taylor teacher education program through transfer from another institution must meet the standards required of regularly enrolled students. Credits are assessed by the registrar. The director of teacher certification, after consultation with the appropriate department chair, will accept transfer credit when the courses taken are equivalent to requirements on a designated major curriculum guide.

Field Experiences and Student Teaching

Field experiences with children and youth, with strong emphasis on multicultural education, are considered a vital part of the preparation of the teacher. Beginning with the first professional education course and continuing through the senior year, such experiences are required for each prospective teacher. The culmination of these professional experiences occurs during the senior year with full-time student teaching. During this final experience a student is expected to assume as much as possible the total responsibilities of a teacher. Student teaching is a 16-week fall term activity; however, student teaching during the spring term of the senior year is available to selected students by special permission of the academic department and the Teacher Education Committee. Students must complete major and minor courses prior to being approved to student teach in these areas. See specific department requirements.

Opportunities are provided for overseas student teaching. After completing a ten-week experience stateside, students may teach for six or more weeks in an overseas setting. Application for overseas student teaching must be submitted during the sophomore year. Applications are available in the Department of Education.

TEACHER EDUCATION PROGRAMS

Fields of Study

Curricula which meet the licensing standards of the Indiana Professional Standards Board are listed on the curriculum guides available to each student. Preparation for standard teaching licenses in the following fields is provided at Taylor:

Elementary Education (first through sixth grades)

Thirty-five specified hours constitute the elementary education major. Also included on the elementary education curriculum guide are selected general education courses, directed electives, free choice electives, and professional education courses. The following certification minors and endorsements may be added to the elementary license: computer endorsement, junior high/middle school endorsement (in the areas of language arts, mathematics, science, and social studies), kindergarten endorsement, coaching endorsement, physical education minor, and music minor.

All-Grade Education (kindergarten through twelfth grades)

Preparation is offered for all-grade education in art, music (instrumental, choral, and general), and physical education. The minors and endorsements listed in the next paragraph may be added to the all grade majors.

Senior High, Junior High and Middle School Education (fifth through twelfth grades) and Secondary Education (ninth through twelfth grades)

The following areas offer both majors and minors: art, communication arts, English, French, mathematics, physical education, science (biology, chemistry, general science, mathematics, physics), social studies (economics, geography, government, psychology, sociology, U.S. history, world civilization), and Spanish. Also offered are minors in physical education and physical science and coaching and computer endorsements. Curriculum guides are available in the areas listed. The student preparing to teach in the secondary schools will select a teaching major. Students are urged also to select a minor or endorsement. Included on the secondary education curriculum guides are selected general education, major subject matter, and professional educational courses.

Associate of Arts Degree

In addition to the baccalaureate degree programs maintained by the department, a two-year curriculum in *early childhood education* is offered for students who wish to qualify for leadership positions in day care centers, Headstart, and preschool programs. This program blends a series of liberal arts courses with practical experiences in field centers and professional content to prepare early childhood workers. The program includes two curriculum workshops which integrate the early childhood curriculum in the liberal arts with a multicultural/multiethnic emphasis, experience at field-based centers, and a core curriculum. The student will spend at least three hours weekly in a field-based center (selected day care, preschool, or Headstart facilities).

Education Religious Studies Certificate

An elementary or secondary education student who wishes to be prepared to teach in a Christian school should consider completing the 25-hour Education Religious Studies Certificate. In addition to the 12 hours of general education requirements in this area, students electing this option will complete a minimum of 13 course hours including the specialized course Teaching in a Christian School. Application forms are available in the Department of Education. This certificate is not a program which the Indiana Professional Standards Board certifies.

Certification

All teacher education programs have been designed to meet Indiana certification requirements and have been approved by the Indiana Professional Standards Board. Students who meet graduation requirements and complete an approved teacher education program

will be eligible for Indiana certification (license to teach). The Teacher Certification Office is responsible for verifying to the Indiana Professional Standards Board that all requirements for certification have been met and for processing all applications for certification. Students planning to be certified in states other than Indiana have the responsibility to determine certification requirements in those states. Information about certification requirements for all states is available in the Education Department.

Accreditation

The teacher education programs are approved by the National Council for Accreditation of Teacher Education and the Indiana Professional Standards Board.

Comprehensive Exam Requirement

All elementary education majors are required to take the Education in the Elementary School National Teacher Examination Specialty test and score 520 or above. Any elementary education major who does not successfully score 520 or above will be provided opportunity to participate in a tutorial guided instruction program under the direction of the Learning Support Center to prepare for retaking the test.

In secondary education, the comprehensive examination is in the major teaching field. A student is allowed a maximum of three attempts to pass the comprehensive examination in any single major.

Practicum

Opportunities for practicums in rural, urban, and overseas settings are available. A practicum is supervised learning involving firsthand field experience or a project. It is offered primarily during interterm and summer with the consent of a supervising professor and the approval of the department chair. Under certain conditions a practicum may be required to demonstrate readiness for student teaching. In order to receive a grade, the experience or project must be supervised.

EDU 150 **3 hours**
Education in America
A study of the historical, philosophical, and sociological foundations of education. The organization and role of the public school, K-12, in a multicultural society is studied. An analytical study of teaching is made, including concepts of teaching and leadership roles. The course includes a study of multicultural and ethnic differences among students and the resulting effect on the teacher's role. Includes a field experience lab.

EDU 223 **4 hours**
Supervised Field Experience in Early Childhood Education
A full-time, four-week participation experience in a preschool, day care center, or Headstart. The student assumes a position of leadership with children under the supervision of qualified early childhood teachers. Students pursuing the AA degree complete this interterm course two times, once in a day care center or Headstart and once in a preschool. *Prerequisite: EDU 280 or 290 or permission of instructor.*

EDU 260 **3 hours**
Educational Psychology
The study and application of learning theories and psychological concepts and principles to the teaching-learning process. The teacher's responsibility to handicapped students is explored. Cognitive, affective, and psychomotor aspects of the teaching-learning process are considered. Other topics included are statistics, tests and measurement, motivation, and classroom management. Includes a field experience lab. *Prerequisite: EDU 150.*

EDU 270 **3 hours**
Children's Literature Through the Language Arts
The various genres of children's literature are explored through the communication modes of listening, writing, and speaking. Includes field experience lab.

EDU 280 **4 hours**
Communications and Language Arts in the Preschool and Kindergarten
This course deals with the many areas involved in developing positive forms of communicating with emphasis on nonverbal and listening skills and examines the many facets of the language arts curriculum in public/private preschools and kindergartens. These include language development (ethnic, cultural, and disability awareness), teaching strategies and techniques utilizing a variety of visuals, reading readiness programs, and evaluation forms for children. Weekly observation of and participation with children in preschool, kindergarten or Headstart helps students become aware of the wide abilities within these classrooms. *Prerequisite: EDU 150 for those seeking the BS or BA degree. Offered spring semesters.*

EDU 290 **4 hours**
Social Studies, Science, and Mathematics in the Preschool and Kindergarten
The many areas of the child's immediate world including development of positive self-concepts, which are then broadened to a world view, are studied in this course. Various teaching approaches are utilized to help children become aware of the home, family, and aspects of cultural and ethnic influence within their communities and how these affect values, standards and morals within their homes and schools. The past, present, and future areas of science and mathematical readiness are all

viewed as aids in developing this world view. Weekly observation of and participation with children in preschool, kindergarten, and Headstart helps students become aware of meaningful teaching modes and methods of the areas covered in this course. *Prerequisite: EDU 150 for those seeking the BS or BA degree.* Offered spring semesters.

EDU 300 **4 hours**
Teaching the Young Child in the Preschool and Kindergarten Classroom
This course deals with the history of early childhood education and also takes an in-depth look at the qualities needed to become an effective kindergarten and preschool teacher. Students study all the professional aspects of developing appropriate curriculum (including the ethnic, cultural, and disability needs of children) and the desirable physical setting. Methods which meet the physical, emotional, social, mental, and spiritual developmental growth of young children are explored. These include nutrition, health, safety, creative movement, art, music, discipline approaches, and identification of the various types of child abuse. On-site visitation, interviewing teachers and resource people, discovering appropriate media, and reading assignments aid in developing skills and materials needed to teach kindergarten, preschool, or Headstart in public or private schools. *Prerequisite: EDU 150 for those seeking the BS or BA degree.* Offered spring semesters.

EDU 310 **2 hours**
Discipline and Classroom Management
This course is designed to assist students in developing practical skills and techniques for organizing the classroom and maintaining effective discipline. Students develop a plan for discipline and classroom management which utilizes a proactive approach based on positive ethical practices consistent with Christian and democratic principles. Several widely accepted discipline theories along with the study of legal implications for teachers are used in conjunction with observations and case studies to assist students in developing effective discipline plans. *Prerequisite: EDU 150.*

EDU 312 **2 hours**
Teaching in Secondary, Junior High/Middle Schools--Special Methods
A special junior level methods course taught by specialists in the student's major department. All aspects of planning, teaching, and evaluating within a specific subject area are discussed. Includes a field experience lab. *Prerequisites: EDU 150 and 260. To be completed spring term prior to student teaching.*

EDU 320 **3 hours**
The Exceptional Child
This course is designed to prepare the teacher for the challenge of meeting the needs of exceptional children in the regular classroom. A general study of exceptional children focuses on mainstreamed special education students. Various topics included are identification of exceptional children, their characteristics and special needs, delivery of services, instructional methods and techniques, and evaluation. *Prerequisite: EDU 150.*

EDU 322 **3 hours**
Reading for Junior High/Middle School and Secondary Teachers
This course is designed to provide practical procedures for developing effective reading skills at the junior high, middle, and secondary school levels. Attention centers on understanding the relationships between the processes of reading and the learning of content. Suggestions on how to meet the total range of student reading needs in the classroom are addressed. Methods and materials to enhance advanced comprehension and study skills of adolescents in a multicultural society are presented. Includes a field experience lab. *Prerequisite: EDU 150.*

EDU 332 **3 hours**
The Junior High/Middle School
A study of the philosophy, development, and organization of middle schools and junior high schools. Examines through readings, seminars, field experiences, and classroom investigations the purpose, curriculum, and instructional strategies, including the use of appropriate media and technology, for effective teaching in junior high/middle schools. This course provides prospective teachers with knowledge and understanding of the adolescent, the school, and practical teaching activities. Includes a field experience lab. *Prerequisites: EDU 150, 260. Must be completed prior to student teaching.*

EDU 342 **3 hours**
Microcomputers in Educational Settings
Key concepts of learning theory which have a direct bearing upon using microcomputer software are reviewed. Students become aware of a variety of software and hardware and its application to classroom instruction. Opportunities to develop word processing and programming skills are provided in the Learning Support Center computer lab. *Prerequisite: COS 104 or 106. Meets the general education computer literacy requirement.*

EDU 350 **3 hours**
Teaching Developmental Reading in the Elementary Classroom
An examination of current methods, materials, and media used in teaching reading in a multicultural society. The foundations of reading skills instruction and the development of the hierarchy of reading skills are studied. The reading/writing connection and literature-based programs are addressed. *Prerequisites: EDU 150 and 260. Offered fall semesters.*

EDU 351 **3 hours**
Methods and Materials for Elementary Teachers
An integrative approach of utilizing a variety of effective instructional methods and resources with content areas appropriate for elementary children. Strategies for working with diverse student populations and incorporating current technology are included. Includes a field experience lab. *Prerequisites: EDU 150 and 260. Offered spring semesters.*

EDU 353 **3 hours**
Diagnostic and Corrective Reading for the Elementary Classroom
This course is designed to assist classroom teachers in the knowledge, operation, and execution of diagnostic tools to assess reading problems of elementary school children. Students prepare plans of correction for elementary school children's weaknesses in reading. Includes a field experience lab. *Prerequisites: EDU 150, 260, 350. Offered spring semesters.*

EDU 360 **1-4 hours**
Independent Study

EDU 370 **1-4 hours**
Selected Topics

EDU 382 **3 hours**
Teaching in a Christian School
Examines through readings, seminars, field experiences, guest lecturers, and classroom investigations the theological, historical, philosophical, organizational, curricular, and instructional principles for teaching in a Christian school. *Prerequisite: EDU 150. Offered spring semesters.*

EDU 393 **1-4 hours**
Practicum

EDU 411 **2 hours**
The Teacher in the Secondary Schools
A seminar/general methods course taught concurrently with student teaching. General and specific teaching methods are included in the seminars. Topics covered are professional ethics, educational measurement and evaluation, classroom management and discipline, time management, special needs of students (including culturally diverse, mainstreamed, at-risk, and latch-key students, one-parent families, teen-age mothers, extended families, children home alone, etc.), motivation, professional organizations, legal implications for the teacher, building one's credential file, interviewing skills, and first- year teaching. *Corequisite: EDU 431.*

EDU 421 **14 hours**
Supervised Internship in Elementary Schools
Full-time teaching experiences for the intern at two grade levels during the fall term under the supervision of public and private school and college personnel. Multicultural/multiethnic education placement is required in one of the experiences. Elementary education majors completing an endorsement or minor will spend nine weeks in an elementary grade and seven weeks in the area of the endorsement/minor. *Prerequisites: (a) Approval by the Teacher Education Committee; (b) EDU 150, 260, 350, 351, 353;ENG 210. Corequisite: EDU 441. Credit only.*

EDU 431 **14 hours**
Supervised Internship in Secondary Schools
Full-time teaching experiences for the intern at two grade levels or in the major and minor areas, if possible, during the fall or spring term under the supervision of public school and college personnel. *Prerequisites: (a) Approval of the Teacher Education Committee; (b) EDU 150, 260, 312, 322, ENG 210. See individual majors for additional prerequisite courses. Corequisite: EDU 411. Credit only.*

EDU 441 **2 hours**
The Child and the Teacher
A seminar/general methods course for elementary education majors taught concurrently with student teaching. General and specific teaching methods are included in the seminars. Topics covered are professional ethics, educational measurement and evaluation, classroom management and discipline, time management, special needs of students (including culturally diverse, mainstreamed, at-risk, and latch-key students, one-parent families, teen-age mothers, extended families, children home alone, etc.), motivation, professional organizations, legal implications for the teacher, building one's credential file, interviewing skills, and first-year teaching. *Corequisite: EDU 421.*

EDU 480 **1-4 hours**
Seminar

IAS 493 **4 hours**
Senior Seminar
Students address current and future issues related to teaching through lectures, readings, school visits, and discussion. The integration of Christian philosophical concerns with the current role and responsibilities of teachers is emphasized.

ENGLISH

Chair, Professor Fry; Professors Baker, Swan; Associate Professor Heavilin; Assistant Professors Dayton, Hill, Moore-Jumonville, Warren; Instructor J. Mitchell

The English Department offers courses intended to help students write clearly and effectively and to read literature with critical appreciation. All students take courses in expository writing and selected literary masterworks.

The major in English prepares students to enter such careers as education, law, business, Christian ministry, writing, editing, research, library science, public relations, travel, civil service, and administration. The major also prepares for graduate level studies in English. Creative writers will find opportunity in *Parnassus*, a literary magazine published each spring semester. The January interterm offers a tour to London, England, that combines the study of British literature with visits to important literary and historical sites.

For the bachelor of arts degree, two major programs in English are offered. With a concentration in literature, the major consists of at least 39 hours in addition to ENG 110. Required courses are ENG 212, 230, 240, 362; IAS 493; two courses featuring literature before 1900 (ENG 340, 361, 371, 412, 422, 426, 431, 441); and one course from literature after 1900 (ENG 363, 364, 373, 444).

With a concentration in writing, the major consists of at least 39 hours in addition to ENG 110. Required courses are ENG 212 and IAS 493; ENG 230 or 240 or 250; 21 to 22 hours to be chosen from ENG 302, 312, 333, 360, 372, 393, 412, CAM 320; and six to eight hours in upper-level WR literature. (Courses designated WR are those approved for fulfillment of the required general education writing component.)

For the bachelor of science degree leading toward certification to teach English in the secondary school, the major consists of at least 43 hours in addition to ENG 110. The required courses are ENG 212, 230, 240, 302, 312, 362, CAM 250, IAS 493; two courses from literature before 1900 (ENG 340, 361, 371, 412, 422, 426, 431, 441); and one course from literature after 1900 (ENG 363, 364, 373, or 444).

An English minor is offered in BA or BS programs excluding education. The minor consists of at least 17 hours in addition to ENG 110. Required courses are ENG 212; ENG 230 or 240 or 250; and nine to 12 hours in writing or literature.

In education programs, the English minor consists of at least 25 hours in addition to ENG 110. Required courses are ENG 212, 230, 240, 302, 312; CAM 250; ENG 363 or 364 or 370 (when taught as literature of minorities) or 444.

Writing and Language

ENG 100 **2 hours**
Basic English
Intensive review of basic grammar and mechanics. Practice in writing clear sentences, paragraphs, and short prose compositions. Enrollment by assignment. *Offered fall semesters.*

ENG 110 **4 hours**
Expository Writing
Practice in writing clear and effective prose through several expository modes including a formal research paper. Brief review of grammar and mechanics. *To be taken during the freshman year. ENG 110 is prerequisite to all other English courses except ENG 100, 112, 230, 233, 240, and 250.*

ENG 112 **5 hours**
American English for International Students
Intensive practice in writing expository prose in the idiom of academic English, including a formal research paper. Review of grammar and mechanics. Enrollment by assignment. *Offered fall semesters.*

ENG 210 **3 hours**
Writing for Teachers
Advanced writing class for prospective educators. Includes reading and writing in the disciplines and oral as well as written work. Required for elementary and secondary majors seeking certification. Not required of English majors or minors. *Prerequisite: ENG 110.*

ENG 212 **4 hours**
Critical Approaches to Literature
Introduction to basic literary analysis with emphasis on informed reading and critical, written response to selections from poetry, fiction, drama, and film. Includes minorities literature. Primarily intended for English majors but recommended for all students who desire greater reading and writing skills. *Prerequisite: ENG 110.*

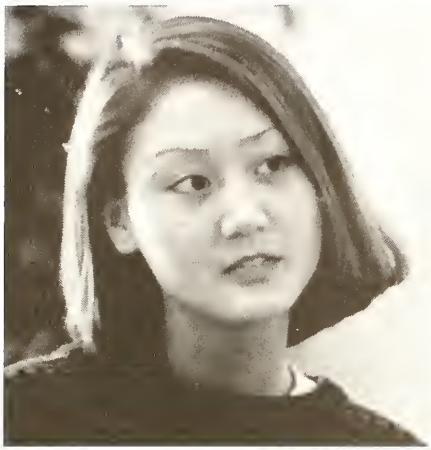
ENG 302 **4 hours**
Linguistics and Grammar
Analysis of the English language with attention to its history, nature, and structure. Prerequisite to student teaching, except with departmental approval for appropriate delay. *Prerequisite: ENG 110. Offered spring semesters.*

ENG 312 **3 hours**
Imaginative Writing
Workshop experience in the writing of poetry (fall semester) and fiction (spring semester). *Prerequisite: ENG 110.*

ENG 333 **3 hours**
Business and Technical Writing
Practice in the forms of writing required in business and industry. *Prerequisite: ENG 110. Offered fall semesters.*

ENG 372 **4 hours**
Free-Lance Writing
Experience in the techniques and strategies of free-lance writing, working toward publication. *Prerequisite: ENG 110. Offered spring semesters.*

ENG 410 **4 hours**
Advanced Writing Workshop
Intensive practice in selected creative genres. Enrollment with permission of instructor. *Prerequisite: ENG 312. Offered fall semesters.*



Literature

ENG 230 **4 hours**
World Masterpieces
A selective survey of world literary achievement from antiquity to the present.

ENG 233 **4 hours**
Literary London
A study-tour conducted each January in London, England, combining study of selected major British authors with extensive sight-seeing in London and surrounding counties. Enrollment with instructor's permission. *Offered interterms.*

ENG 240 **4 hours**
American Literature
A survey of important works from colonial times to the present.

ENG 250 **4 hours**
British Literature
A selective survey of masterworks from *Beowulf* to the present.

ENG 340 **4 hours**
American Romanticism and Realism
A special topics approach to the literature of nineteenth-century and early twentieth-century America. *Prerequisite: 200-level English literature course. Offered spring semesters of odd years.*

ENG 360 **1-4 hours**
Independent Study

ENG 361 **4 hours**
Western Drama
A selective survey of drama to about 1900. Emphasis on historical development of the theater. *Prerequisite: 200-level English literature course. Offered spring semester of even years.*

ENG 362 **3 hours**
Shakespeare
Intensive analysis of selected plays and sonnets. Attention is given to the conventions of the Elizabethan and Jacobean theater. *Prerequisite: 200-level English literature course. Offered spring semesters.*

ENG 363 **4 hours**
Modern Poetry and Drama
A critical study of major poetry and drama from 1900 to 1960. *Prerequisite: 200-level English literature course. Offered spring semesters of odd years.*

ENG 364 **3 hours**
Modern Fiction
A critical study of major novels and short fiction from 1900 to 1960. *Prerequisite: 200-level English literature course. Offered fall semester of even years.*

ENG 370 **1-4 hours**
Selected Topics: Themes and Genres
Examples of courses: Christian Mythic Writers: Lewis, Tolkien, MacDonald, L'Engle; Quests for Faith in Modern Literature; Innocence and Experience: The Human Fall in Literature; The Literature of the Bible; Women in Literature; John Milton: The Christian Humanist Tradition; Multicultural and International Literature. *Offered primarily during interterm.*

ENG 371 **4 hours**
The Novel
Critical study of major novels through the nineteenth century. *Prerequisite: 200-level English literature course. Offered fall semester of odd years.*

ENG 373 **4 hours**
Literature of Cultural Diversity
A critical study of life in a global community focusing on the 20th-century literature of one of more cultures. Primarily intended for English majors but recommended for all students desiring cross-cultural awareness. *Prerequisite 200-level English literature course. Offered spring semester of even years.*

ENG 393 **1-4 hours**
Practicum

ENG 412 **4 hours**
Early English Literature
A selective study of English literature from *Beowulf* through Chaucer and Malory's *Le Morte d'Arthur*. *Prerequisite: 200-level English literature course. Offered fall semester of even years.*

ENG 422 **4 hours**
Renaissance Literature
A study of representative prose writers and nondramatic poets of the English Renaissance such as More, Spenser, Donne, Herbert, and Milton. *Prerequisite: 200-level English literature course. Offered spring semester of odd years.*

ENG 426 **4 hours**
Restoration and Eighteenth-century Literature
A selective study of poets and prose writers from 1660 to 1798, such as Dryden, Pope, Swift, Boswell, and Johnson. *Prerequisite: 200-level English literature course. Offered spring semester of even years.*

ENG 431 **4 hours**
Romantic Literature
A study of writers from 1798 to 1832, such as Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, and Lamb. Some attention is given to representative novelists. *Prerequisite: 200-level English literature course. Offered fall semester of even years.*

ENG 441 **4 hours**
Victorian Literature
English authors from 1832 to 1901, such as Tennyson, Browning, Arnold, Carlyle, Newman, and Ruskin. Some attention is given to representative novelists. *Prerequisite: 200-level English literature course. Offered fall semester of odd years.*

ENG 444 **4 hours**
Contemporary Literature
A study of selected poetry, fiction, and drama since 1960. *Prerequisite: 200-level English literature course. Offered fall semester of odd years.*

ENG 450 **1-4 hours**
Directed Research

ENG 480 **1-4 hours**
Seminar

ENG 490 **1-2 hours**
Honors

IAS 493 **4 hours**
Senior Seminar

ENVIRONMENTAL SCIENCE

Chair, Professor Squiers; Professor Rothrock and related faculty from other departments

Environmental science offers students the opportunity to enhance their liberal arts education with a cluster of specialized courses designed to provide the knowledge, skills, and conscience necessary for decision making in a complex and rapidly changing world. Courses focusing on problem solving methodologies add depth, utility, and perspective to a variety of fields of study.

An environmental science integrated major provides excellent preparation for graduate education and/or job placement in environmental science, ecology, wildlife biology, environmental chemistry, marine biology, forestry, environmental law and policy, pollution monitoring and control, systems ecology, regional planning, environmental education, environmental protection, environmental management, technical missions, and environmental ethics. In addition to preparation for the Graduate Record Exams, environmental science degrees prepare graduates to take the LSAT (law school entrance exam) and GMAT (for graduates in business administration).

The Environmental Science Department coordinates six integrated majors: environmental biology (described below), chemistry-environmental science (see listing under chemistry), environmental management (see listing under business), environmental economics (see listing under business), math-environmental science (see listing under mathematics), physics-environmental science (see listing under physics). In addition, environmental science may be added as a cognate area to any major offered by the university. The required courses for the environmental science cognate are ENS 231, 383, 402, and two elective upper-level ENS courses; SYS 200 or NAS 240; ECO 190 or ECO 211; GEO 220; POS 331; and two to four hours of practicum. Appropriate course substitutions may be made for these requirements depending on the student's major and career goals. The department chair may be contacted for additional details.

The bachelor of science in environmental biology serves as the model for the integrated majors. Completion of this major requires core course work in environmental science (ENS 231, 383, 402), biology (BIO 103, 104, 204, 304), and several cognate areas (ECO 190, CHE 201, CHE 202, NAS 240, POS 331). These courses are augmented with at least 12 hours of upper level ENS credit and 16 more hours of upper level BIO credit. In addition, the student must fulfill the biology field requirement and complete a practicum or research internship (two to six credit hours). Senior seminar is completed with the cooperating department. Further course work in writing, math, computer science, and chemistry is strongly recommended, and selection should be based on the student's choice of career path. Appropriate course substitutions may be made with permission of the chair of the Environmental Science Department.

Other departmental courses which may count for the environmental science integrated majors include BIO 341 (Plant Physiology), BIO 380 (Systems Ecology), BUA 370 (Environmental Management); CHE 320 (Environmental Chemistry); ECO 421 (Natural Resource Economics), and ECO 422 (Environmental Economics).

ENS 200 **4 hours**
Environment and Man
Introduction to ecological principles and the impact of man on the environment. Issues studied include population dynamics, food and agriculture, natural resources, pollution problems, and environmental ethics. Laboratory time is divided between experiences in ecology and environmental education and small group discussions of current environmental issues. Fulfills the general education laboratory science requirement. Environmental Science majors should elect ENS 231 rather than ENS 200 (formerly BIO 231).

ENS 231 **4 hours**
Introduction to Environmental Science
An introduction to environmental science including a discussion of ecological principles and their application, energy systems, pollution problems, environmental policy and decision making, and the scientific and ethical implications of human impacts on the environment. Laboratory exercises will focus on experimental ecology and the basic techniques used to describe and measure environmental quality. This course serves three functions: 1) it is the entry level course for environmental science majors, 2) it may be taken for general education laboratory science credit, and 3) biology majors may count it as a 200-level biology course when calculating course hour requirements in biology. Three lectures and two hours of lab per week.

ENS 300 **4 hours**
Enrivonmental Geology
An introduction to the principles of modern geologic science with emphasis on historical and environmental geology. Topics include plate tectonics, geologic time and paleontology, the rock cycle, geomorphology, ground water hydrology, and the interrelationship between geologic principles and environmental problems. Laboratory exercises will focus on the basic techniques used to describe and measure geologic structure and geologic processes. *Prerequisite: one college level science course. Offered Interterms.)*

ENS 340 **4 hours**
Global Ecology/Global Issues
An introduction to the analysis of complex issues. Global actors, their values and policies, and the potential futures they create are investigated in the context of issues such as economic development, energy, food, and population. Global interdependence is stressed. The academic perspective is interdisciplinary, and the geographic focus is non-North American. *Prerequisite: ENS 200 or ENS 231.*

ENS 350 **4 hours**
Energy Systems
An integrated study of the principles of energy, environment, and economics using a systems approach. Topics include energy patterns in natural ecosystems, alternate energy systems, the role of energy in national and international economics, and the relationships between energy use and life style patterns. *Prerequisite: ENS 231*

ENS 351 **4 hours**
Environmental Survey Techniques
Basic environmental survey techniques are discussed and applied in field situations. Topics include mapping and surveying, remote sensing, and the analysis of climate, soils, hydrology and vegetation for land use planning. The laboratory component includes experiences in soil analysis, geographic information systems, air photo interpretation, and earth orbiting satellite data retrieval. Fulfills general education requirement in science. *Prerequisite: one college level science course. Offered spring semesters.*

ENS 360 **1-4 hours**
Independent Study

ENS 361 **4 hours**
Environmental Impact Assessment
A basic introduction to the history, methodology, and application of environmental impact assessment. Lecture material is heavily oriented toward case studies, and the laboratory assignment is an integrated class project designed to provide practical experience. *Prerequisite: ENS 231*

ENS 370 **1-4 hours**
Selected Topics

ENS 383 **4 hours**
Environmental Ethics
An in-depth discussion of the ethical implications of major environmental problems such as world population and food supply, inequities in land and resource distribution, materialism and personal life styles, and exploitation vs. stewardship of the environment. *Prerequisite: junior/senior ENS majors or permission from the instructor. Offered spring semesters.*

ENS 402 **4 hours**
Problem Solving in Environmental Scienc
An introduction to the theory and practice of problem solving in environmental science. Lectures and case studies focus on the integration of ecological concepts and economic considerations through the application of a variety of evaluation methods including cost-benefit analysis, environmental impact assessment, landscape suitability analysis, and energy assessment. Public presentation techniques and debate skills will be introduced. *Prerequisite: senior ENS major or permission from the instructor. Offered fall semesters.*

ENS 450 **1-4 hours**
Directed Research

ENS 490 **1-2 hours**
Honors

ENS 493 **4 hours**
Senior Seminar

GEOGRAPHY

Chair, Professor Jenkinson

Geography is a service department with no major offered. A minor in geography is available. It consists of GEO 220, GEO 210 or GEO 240, one course from HIS 313 or HIS 311 or HIS 312, and electives to total 17 hours.

GEO 210 **4 hours**
Physical Geography
The study of the basic physical characteristics of the earth and the effect of the natural environment upon the activities of humankind.

GEO 220 **4 hours**
Regional Geography
A course offering basic ideas and supporting facts about contemporary world geography. Students study eight world regions: Europe, the former Soviet Union, Latin America, Anglo-America, the Middle East, the Orient, the Pacific World, and Africa.

GEO 230 **3 hours**
Political Geography
The geographic interpretation of world relations. The relationships of geographic elements to the development of nations both past and present are examined. *Offered in even numbered years.*

GEO 240 **4 hours**
Introduction to Geology
A basic course dealing with the fundamental concepts of physical and historical geology.

GEO 360 **1-4 hours**
Independent Study

GEO 370 **1-4 hours**
Selected Topics

GEO 393 **1-4 hours**
Practicum

HEALTH, PHYSICAL EDUCATION, AND RECREATION

Chair, Associate Professor Taylor; Professor Romine; Associate Professors Law, Patterson, Winterholter; Assistant Professors Brooks, Kauth, Krause; Instructor Cox

The mission of the Health, Physical Education and Recreation Department has two major components: (1) to prepare competent, caring, and reflective Christian leaders for world service in athletic training, coaching, health, physical education, physical fitness and wellness, and recreation and (2) to help students acquire the skills and attitudes for lifetime wellness as well as wholesome and active use of their leisure time.

Programs

The bachelor of science or bachelor of arts degree is offered in physical education with teacher certification and in recreational leadership. The bachelor of science degree in athletic training is also offered. Minors are offered in health and safety, physical education, and athletic training.

Secondary Physical Education (Grades 7-12)

A bachelor of science degree and a bachelor of arts degree with teacher certification require a total of 44 hours in physical education with these specific inclusions: HPR 111, BIO 241-242 or 244-245, HPR 302 or 333 (or any other swimming course offered by the American Red Cross), 310, 313, 314, 321, 342, 380, 381, 382, 392, 402, 472, and two coaching courses. Twenty-eight hours in professional education must also be completed: EDU 150, 260, 312, 322, 411, and 431. Candidates for the bachelor of arts degree must also complete 14 hours of a foreign language.

All Grade Physical Education (Grades K-12)

A bachelor of science degree and a bachelor of arts degree with teacher certification require a total of 52 hours in physical education and these specific inclusions: HPR 111, BIO 241-242 or 244-245, HPR 252, 302 or 333 (or any other swimming course offered by the American Red Cross), 310, 313, 314, 321, 342, 380, 381, 382, 392, 402, 472, and two coaching courses. Thirty-one hours in professional education courses are also required: EDU 150, 260, 312, 322, 411, 431, and PSY 240. Candidates for the bachelor of arts degree must also complete 14 hours of a foreign language.

Physical Education Minor

Students with an education major may earn a teaching minor in physical education by completing 25 hours in physical education including HPR 111, 302 or 333 (or any other swimming course offered by the American Red Cross), 310, 313, 314, 321, 342, 380, 382, 392, and 402.

Health and Safety Minor

Students who are majoring in education may earn a minor in health and safety by completing 24-26 hours. Specific requirements are BIO 241-242 or 244-245, PSY 240, 340, SOC 210, HPR 301, 310, and 382.

Coaching Endorsement

Students with an education major may earn a coaching endorsement by completing 16 hours in physical education: HPR 310, 381, 382, 402, 472, and two coaching courses.

Coaching Certificate

A coaching certificate may be earned by any student who does not obtain teacher certification. This certificate may help the graduate obtain a coaching position in a school system. This certificate requires 14 hours in physical education: HPR 310, 381 or 382, 402, 472, and five hours of coaching courses.

Athletic Training Major

A bachelor of science degree in athletic training requires 57 hours in the major: HPR 200 (Weight Training), 271, 272, 301, 302, 303, 304, 305, 310, 330, 381, 382, 393, 402, 450, 472, BIO 200, 241-242, PSY 410, and 1500 hours of athletic training under the supervision of a National Athletic Trainers Association (NATA) certified athletic trainer. This major is designed to help prepare the student to take the NATA Certification Examination — written, practical/oral, and simulated. Individuals who complete the degree program including the 1500 hours of supervised athletic training, have current CPR and Red Cross First Aid cards, and pass the NATA Certification Exam will be certified by the NATA.

Athletic Training Minor

A student in any discipline may earn an athletic training minor by completing 21 hours of athletic training coursework: BIO 241-242 or 244-245, HPR 301, 310, 330, 381, 382, two hours of electives, and 800 hours of athletic training under the supervision of a NATA certified athletic trainer. (In order to be certified by the NATA, the athletic training minor must complete 1500 hours of supervised athletic training, pass the NATA Certification Exam, and have current CPR and Red Cross First Aid cards.)

Recreational Leadership Major

A bachelor of science degree or a bachelor of arts degree in recreational leadership may be earned by completing 55 hours in the major. This major is designed to prepare students for leadership positions in the YMCA, YWCA, Boy Scouts, Girl Scouts, municipal recreation, camps, commercial recreation, outdoor and adventure organizations, fitness clubs, and church recreational positions. All students in this major must complete 29 hours of core courses: HPR 121, 212, 271, 272, 302, 333, 393, 422, 492, 494, and BUA 352. In addition each student must select at least one cognate as a specialization and complete 19 hours of required courses and seven hours of directed electives in that cognate. These specific cognates are offered: church and community recreation cognate — EDU 312, HPR 301, 311, 314, 342, and SOC 222; outdoor/adventure recreation cognate — EDU 312, HPR 230, 313, 340, 341, and 342; physical fitness and wellness cognate — BIO 241-242 or 244-245, HPR 301, 305, 381, and 382. Students who elect the bachelor of arts degree must also complete 14 hours in a foreign language.

The three hour HPR requirement in general education must be met by taking HPR 100 and two hours of HPR 200 (one hour of HPR 200 credit may be met by taking HPR 300, 302, 333, or 334).

HPR 100 **1 hour**
Fitness for Life
A course on the importance of wellness, including the spiritual basis, and how individuals can achieve a state of wellness in their lives. Content includes the health-related components of physical fitness, hypokinetic diseases, nutrition, AIDS and sexuality, substance abuse, cancer, and stress management. Students are expected to engage in a program of regular physical activity during the semester, and a battery of tests is given to assess each student's level of physical fitness. This course, a requirement for all students, satisfies one of the three general education requirements in HPR.

HPR 111 **2 hours**
Foundations of Physical Education and Health
An introduction to the field of physical education. The content includes the history, philosophy, contemporary issues, and various careers that are available in physical education. *Offered fall semesters.*

HPR 121 **2 hours**
Foundations of Recreation and Camping
An introduction to the field of recreation. The content includes the history, philosophy, contemporary issues, and various careers that are available in recreation. *Offered fall semesters.*

HPR 200 **1 hour**
General Physical Education
These courses are to encourage students to adopt an active desirable physical lifestyle and to maintain physical fitness and wellness throughout their lives. Students learn about activities and develop skills for participation in lifetime sports. A variety of courses is offered each semester. These courses do not apply toward a major in physical education, but they satisfy two of the three general education requirements in HPR. *Prerequisite: HPR 100*

HPR 200 **1 hour**
Athletic Participation
Students who compete on an intercollegiate athletic team may earn one credit of general physical education for this participation. Students must consult with the athletic director in order to ensure that the requirements for this credit are successfully completed. *Prerequisites: HPR 100 and HPR 200 (1 credit)*

HPR 200 **1 hour**
Individualized Physical Education
This course is designed for students who fit into one of the following categories: 1) the student has a physical problem which prohibits completing another HPR 200 course; 2) the student would like to do an activity that is not offered as an HPR 200 course; and 3) the student is near graduation and cannot schedule another HPR 200 course. Students design personal physical fitness programs which must include cardiovascular activities and then engage in those physical fitness programs throughout the semester. Pre- and post physical fitness assessments are administered, and a cognitive assignment is required. Students must apply to and be approved by the HPR department chair in order to register for the course. *Prerequisites: HPR 100 and HPR 200 (1 credit).*

HPR 212 **3 hours**
Program Development-Recreation and Camping
A study of the philosophy, objectives, organization, program, and methods in recreation and camping. The emphasis is on recruiting, training, guiding, and inspiring leaders. *Prerequisite: HPR 121. Offered spring semester of odd years.*

HPR 230 **4 hours**
Introduction to Outdoor Education
A course designed to teach the fundamentals of basic skills in a variety of outdoor education activities: camping, backpacking, boating, canoeing, orienteering, adventure activities, camp games, and other selected activities. *Prerequisite: HPR 121. Offered fall semester of even years.*

HPR 231 **2 hours**
Officiating of Men's and Women's Sports
A study of the officiating skills and techniques needed for various men's and women's sports. The opportunity to earn official's rating is provided. *Offered fall semester of odd years.*

HPR 250 **3 hours**
Elementary School Health and Physical Education
A course designed to equip the elementary education student with a basic understanding of teaching concepts associated with physical education activities and appropriate health and safety practices. Fundamental content of the areas of physical education, health, and safety as well as teaching methods are explored. This class meets four hours per week with the additional hour being utilized for peer teaching assignments.

HPR 251 **2 hours**
Coaching of Volleyball
This course provides the student with an understanding of the fundamental skills, strategies, and rules of volleyball. Also covered is philosophy of coaching, schedule making, practice planning, conditioning, statistics, care and choice of equipment, and techniques of team selection. *Prerequisite: HPR 111. Offered fall semester of even years.*

HPR 252 **4 hours**
Physical Education in Elementary Schools
A study of the components in an elementary physical education program and their value to a child's education. Also includes the study of motor development and methods of teaching elementary physical education. *Prerequisite: HPR 111.*

HPR 261 **2 hours**
Coaching of Basketball
A study of offensive and defensive play with an emphasis on modern trends in basketball. Rules, fundamentals, schedule making, scouting, care and choice of equipment, and techniques of team selection are included. *Prerequisite: HPR 111. Offered fall semester of odd years.*

HPR 271 **1 hour**
Cardiopulmonary Resuscitation (CPR)
Successful completion of this course will certify participants in the techniques of Basic CPR according to both the American Heart Association and American Red Cross standards. Priority registration for this course is given to recreational leadership and athletic training majors. *Offered spring semesters.*

HPR 272 **1 hour**
First Aid
Instruction and practical experience designed by the National Safety Council to educate the layperson or health care worker in the fundamental knowledge and skills of first aid for victim

assessment, bleeding wounds, poisoning, burns, cold and heat emergencies, bone, joint and muscle injuries, victim transportation, and other first aid concerns. Priority registration for this course is given to recreational leadership and athletic training majors. *Offered spring semesters.*

HPR 300 **1 hour**
Basic Swimming Skills
Basic proficiency in swimming skills and water safety. Presently, this course is not taught by Taylor University, but HPR majors are allowed one hour of credit if they satisfactorily complete the American Red Cross Basic Swimming, Intermediate Swimming, or Emergency Water Safety courses.

HPR 301 **4 hours**
School Health Education and Safety
Proper health and safety practices are studied, with emphasis on the materials that should be taught in a secondary school health class. Methods for teaching are stressed in addition to content. *Prerequisite: EDU 312, and HPR 111. Offered fall semester of even years.*

HPR 302 **1 hour**
Lifeguard Training
This course is designed to train an individual in the proper methods for rescue, water safety, first aid, CPR, and other skills necessary for lifeguarding. *Offered fall semesters.*

HPR 303 **2 hours**
Evaluation of Athletic Injuries
Instruction and practical experience necessary for the athletic trainer to understand and demonstrate the use of athletic injury evaluation techniques for specific athletic injuries. *Prerequisite: HPR 330. Offered spring semester of odd years.*

HPR 304 **2 hours**
Therapeutic Modalities and Rehabilitation
Instruction and practical experience necessary for the athletic trainer to understand and demonstrate the use of therapeutic modalities and rehabilitation techniques during all phases of the healing and recovery process of athletic injuries. *Prerequisite: HPR 310. Offered fall semester of even years.*

HPR 305 **4 hours**
Physical Fitness Prescription and Assessment
A study of the components of physical fitness and the techniques of prescribing exercise programs and methods of assessing the fitness levels for each component. The course will consist of classroom work, practical exercises in the lab, and field trips to fitness centers. Prescribing fitness programs and assessing fitness levels of various populations are studied. *Prerequisite: HPR 100. Offered fall semester of odd years.*

HPR 310 **2 hours**
First Aid and Athletic Injury Care
Instruction and practical laboratory experience dealing with the history, organizational, and administrative concerns of sports medicine; the classifications and characteristics of athletic injuries; and the physiological responses and treatment of those injuries as well as sport-specific concerns about emergency care, strength and conditioning, nutrition, and protective sports devices used by the coach and athletic trainer. *Offered fall semesters.*

HPR 311 **3 hours**
Church and Community Recreation
Planning, implementing, and supervising recreation programs in the church and community. Guest lectures by area pastors, Wandering Wheels leaders, etc. *Prerequisite: HPR 121. Offered fall semester of even years.*

HPR 312 **2 hours**
Coaching of Baseball and Softball
A course aimed at providing the student with an understanding of the general fundamentals of the game and a position breakdown of the important coaching points. The strategy of complete offensive and defensive performance is covered as are problems and challenges common to the baseball coach. *Prerequisite: HPR 111. Offered spring semester of odd years.*

HPR 313 **2 hours**
Skills and Teaching Methods of Racquet Sports
Coverage of the rules, terminology, skills, progressions, and methods of teaching various racquet sports. Sports included are tennis, badminton, and racquetball. *Prerequisites: HPR 111, and EDU 312. Offered fall semesters.*

HPR 314 **3 hours**
Skills and Teaching Methods of Individual Sports
The purpose of this course is to teach the terminology, skills, rules, progressions, and methods for instruction of the following individual/dual sports and activities: aerobic fitness, bowling, folk dance, golf, track and field, and weight training. This class meets four hours per week, and students are required to do peer teaching of selected skills. *Prerequisites: HPR 111 and EDU 312. Offered spring semesters.*

HPR 321 **2 hours**
Skills and Teaching Methods of Gymnastics
Attention to the skills, progressions, spotting and safety, terminology, and teaching methods for floor exercise and various pieces of apparatus for men's and women's gymnastics. Students are required to do peer teaching of selected skills. *Prerequisites: HPR 111 and EDU 312. Offered fall semesters.*

HPR 330 **2 hours**
Advanced Athletic Training
Advanced instruction and practical experience with the recognition, treatment, and prevention of specific athletic injuries and health conditions seen by the athletic trainer as well as sport-specific concerns about environmental conditions, drugs used in sports, and other current topics. *Prerequisite: HPR 310. Offered spring semester of even years.*

HPR 333 **1 hour**
Water Safety Instructor
Instruction in the skills, terminology, and progressions of teaching swimming strokes and water safety. The course includes both knowledge of the skills and physical performance of the skills. Successful completion of the American Red Cross requirements leads to certification in Red Cross WSI. *Prerequisite: HPR 302 or Red Cross Emergence Water Safety. Offered spring semesters.*

HPR 334 **1 hour**
Lifeguard Training Instructor
Acquisition of the skills, terminology, and progressions for teaching American Red Cross Lifeguard instructor training. The course includes both knowledge of the skills and physical performance of the skills. Successful completion of the American Red Cross requirements leads to certification as a Red Cross LGI. *Prerequisite: HPR 302. Offered spring semester of odd years.*

HPR 340 **3 hours**
Outdoor/Adventure Activities
This course provides students the opportunity to practice and develop their recreation skills in an outdoor setting. Some or all the activities are off campus. Activities include camping, backpacking, boating, adventure activities, camp games, and other selected experiences. *Prerequisites: HPR 121 and HPR 230. Offered summer session of odd years.*

HPR 341 **3 hours**
Winter Outdoor/Adventure Activities
This course allows students to practice and develop their recreational skills in a winter outdoor educational setting. Much of the course is conducted off campus. Activities include camping, backpacking, skiing, adventure activities, and other winter recreational activities. *Prerequisites: HPR 121 and HPR 230. Offered interterm of odd years.*

HPR 342 **3 hours**
Skills and Teaching Methods of Team Sports
The purpose of this course is to teach students the skills, terminology, rules, progressions, and methods for teaching various team sports. Those sports include soccer, volleyball, basketball, softball, flag football, and adventure activities. This class meets four hours per week, and students are required to do peer teaching of selected skills. *Prerequisites: HPR 111 and EDU 312. Offered spring semester of even years.*

HPR 360 **1-4 hours**
Independent Study

HPR 361 **2 hours**
Coaching of Football
A presentation of the different offensive and defensive theories of modern football including the strengths and weaknesses of each. Includes a brief review of fundamentals, purchase and care of equipment, practice and program organization, and problems and challenges of the overall football program. *Prerequisite: HPR 111. Offered fall semester of even years.*

HPR 370 **1-4 hours**
Selected Topics

HPR 372 **2 hours**
Coaching of Track and Field
Consideration of all track and field events with emphasis on teaching/coaching techniques for each. Includes demonstrations, form study, track and field meet management, scheduling advantages, and use and care of various equipment. *Prerequisite: HPR 111. Offered spring semester of even years.*

HPR 380 **2 hours**
Evaluation of Physical Education
This course is a study of the methods of constructing, selecting, and administering cognitive, motor skill, motor ability, and physical fitness tests. Measurement in the affective domain and measurement of special population students are also studied as are procedures for analyzing, converting, and evaluating students' scores for grading. *Prerequisite: HPR 111. Offered fall semester of even years.*

HPR 381 **2 hours**
Kinesiology
An analysis of human movement based on anatomic and mechanical principles. Emphasis is given to the application of these principles to the understanding of athletic performance. *Prerequisites: BIO 241-242 or 244-245. Offered spring semesters.*

HPR 382 **3 hours**
Physiology of Exercise
A study of the adjustment of the systems of the body to exercise. Attention is given to conditioning of athletes as well as to understanding the physiological responses to recreation exercise. *Prerequisites: BIO 241-242 or 244-245. Offered fall semesters.*

HPR 392 **2 hours**
Adapted Physical Education
The course includes teaching methods of motor skill development with regard to various disabilities, a study of Public Law 94-142, and various assessment techniques. *Prerequisite: HPR 111. Offered spring semester of even years.*

HPR 393 **1-4 hours**
Practicum

HPR 402 **3 hours**
Organization and Administration of Physical Education
A study of the methods of organizing and administering physical education and intramural and athletic programs. Topics covered include philosophy, budgeting, problem solving, leadership, personnel management, facility management, liability and risk management, and other selections. *Prerequisites: HPR 111. Offered spring semesters.*

HPR 422 **3 hours**
Organization and Administration of Recreation and Camping
Consideration of the methods of organizing and administering a variety of programs in the areas of recreation, camping, and physical fitness and wellness. Topics to be covered include philosophy, planning, budgeting, problem solving, leadership, personnel management, facility management, and liability and risk management. *Prerequisite: HPR 121. Offered spring semesters.*

HPR 472 **2 hours**
Psychology of Coaching
A study of the nature of the coaching profession. The course emphasizes philosophy of sport, sports psychology, and coaching methods. *Prerequisites: HPR 111 and a psychology course. Offered spring semesters.*

HPR 490 **1-2 hours**
Honors

HPR 492 **4 hours**
Recreation Internship I
This experience is designed to have the students apply what they have learned in their courses and to extend that learning by working in a recreation agency. Students will be at the site on a full-time basis and work in a leadership position for that organization under the supervision of an approved supervisor. Students will also be under the supervision of a member of the Taylor University HPR Department. Each participant must submit a proposal for the internship and have it approved by the Taylor University supervisor and the recreation organization prior to beginning the internship. *Prerequisites: Designated core courses and all designated cognate courses.*

IAS 493 **4 hours**
Senior Seminar

HPR 494 **4 hours**
Recreation Internship II
This is a second opportunity for students to apply what they have learned in their courses and to extend that learning by working in a recreation organization. Students will be at the site on a full-time basis and work in a leadership position for that organization under the supervision of an approved supervisor. Students will also be under the supervision of a member of the Taylor University HPR Department. Each participant must submit a proposal for the internship and have it approved by the Taylor University supervisor and the recreation organization prior to beginning the internship. This internship may be combined with HPR 492 into one extended experience at a recreation organization. *Prerequisites: Designated core courses, designated cognate courses, and HPR 492.*

HISTORY

Chair, Professor Ringenberg; Professors Hoffmann, Jenkinson, P. Loy, Winquist; Associate Professor S. Messer; Assistant Professor Jones

The History Department believes that a study of our ancestors and their cultures provides the necessary perspective for living meaningfully in contemporary society. If God's purposes for humankind are timeless, and if the results of obedience and disobedience to His will are the same in the past as in the present, then we must learn from the past in order to live in the present with meaning and ponder the future with confidence.

Many history majors teach; many do not. Of those who do not, a few enter directly history-related vocations (e.g., museum directors and curators, archivists, government and industrial historians). More nonteaching majors enter vocations where history is useful as general background rather than specific vocational training. For example, they become ministers, lawyers, or librarians or accept government or business positions. Most of these professions either require graduate study or provide for greater career advancement because of graduate study beyond the undergraduate history major.

Most seminaries, law schools, and graduate schools of library science and business look upon history as an excellent undergraduate major. Many graduate school leaders consider the combination of an undergraduate major in a liberal arts subject such as history with the directly vocational graduate curriculum to be the best possible professional training.

Students majoring in the department are advised to plan a program with a proper balance between American and world history courses. All students expecting to major in the department who do not have a strong history background on the secondary level should take HIS 100 and 120 as early in their program as possible. At least 34 hours, including IAS 493, are required for a major in the bachelor of arts degree program. These 34 hours should include a minimum of 12 hours in American history and 12 hours in world history, and a minimum of 18 hours in one or the other of these areas. Furthermore, in the world history block, a major should complete at least one of the following: HIS 211/311, HIS 212/312, HIS 213/313, HIS 215/315, or POS 321. American Constitutional Development (POS 372) and the Modern Middle East (POS 321) also count as major courses in history. Students majoring in another department may add a history minor of at least 17 hours with a minimum of 12 of these hours being concentrated in either American or world history.

Students interested in obtaining the bachelor of science in education degree to teach history and other social sciences in the secondary schools are requested to consult the department chair. This social science education degree requires a minimum of 52 hours divided among economics, geography, government, psychology, sociology, United States history, and world history. The student will select one of the above as a primary area (18 hours), two others as support areas (12 hours each), and three of the remaining four areas for a single course each. A social studies minor includes 24 hours with 15 of these hours devoted to study in one of the seven social science areas identified above.

HIS 100 **5 hours**
World History
Survey of the civilizations of Europe, Asia, Africa, and the Western Hemisphere from the earliest times to the present.

HIS 120 **5 hours**
History of the United States
Study of the progressive social, political, and cultural development of the people of the United States from the colonization period to the present.

HIS 130 **1 hour**
Introduction to History
An introduction to the discipline of history. Emphasis is placed on acquainting students with the major components of historical inquiry, current issues in the field, and fundamental questions relative to the philosophy of history. *Offered spring semesters.*

HIS 170/370/283/293 **1-4 hours**
Selected Topics

HIS 211/311 **4 hours**
History and Geography of Latin America
An historical and geographical study of the nations between the Rio Grande River and Cape Horn. Attention is given to the development of each Latin American area and its relationship to the United States. *Offered spring semester of odd years.*

HIS 212/312 **4 hours**
History and Geography of East Asia
An examination of the histories of China, Japan, and Korea from their earliest foundations to the contemporary era with particular emphasis on the political, religious, philosophical, and cultural underpinnings of these societies. The geographic aspects of the region are also included.

HIS 213/313 **4 hours**
History and Geography of Africa
A course designed to enable the student to acquire a systematic body of knowledge concerning the historic, physical, and cultural aspects of Africa and to study the significant role which Africa plays in the modern world.

HIS 215/315 **3 hours**
History and Geography of South Asia
An exploration of the political, cultural, and religious development of the Indian subcontinent from 2500 B.C. to the modern era as well as a survey of Southwest Asia with a focus on Indonesia, the Philippines, Thailand, Singapore, and Vietnam. The course includes study of the impact of geography on the region's people and history.

HIS 222 **4 hours**
Ancient History
An examination of ancient civilizations with special attention to twentieth century debts to the past.

HIS 230 **3 hours**
American Religious History
A study of the historical development in the United States of such movements as Puritanism, revivalism, the social gospel, Judaism, Catholicism, and variant forms of Protestantism. *Offered fall semesters.*

HIS 240 **4 hours**
European Religious History
A survey of the development of Christianity and Judaism in Europe from the Roman Empire to the contemporary era with special emphasis on the Middle Ages, Reformation, Age of Enlightenment, and the nineteenth and twentieth centuries. The impact of Islam and the more recent emergence of the religions of East and South Asia are also surveyed.

HIS 250 **1 hour**
The Contemporary World
A discussion class reviewing and evaluating the major world news events. Students are expected to read regularly a major news magazine and/or newspaper. *May be repeated.*

HIS 321 **3 hours**
African-American History
A survey of African-American history from African origins through the modern civil rights movement. Emphasis is placed on the oppression and resistance to oppression which characterize the African-American experience. *Offered spring semesters.*

HIS 322 **3 hours**
Women in History
A survey of women in history which focuses mainly, but not exclusively, on Europe and the United States. Emphasis is placed on the historical experience of women in terms of perceptions, restrictions, resistance, and activities. *Offered interterm of odd years.*

HIS 331 **4 hours**
Europe 1517-1789
Historical study of Europe from Luther to the Bastille including the Ages of the Reformation, Absolutism, and the Enlightenment. *Offered fall semester of odd years.*

HIS 332 **4 hours**
Modern Europe 1789-Present
A study of Europe from the French Revolution to creation of the European community. Emphasis is placed on the political, social, economic, and intellectual aspects of this period. *Offered spring semesters.*

HIS 341 **3 hours**
Colonial History
An investigation of the colonization of North America by the Spanish, French, Dutch, and English as well as European rivalries, colonial society, and the Revolutionary War. *Offered spring semesters.*

HIS 342 **4 hours**
History of England
A study of English political, constitutional, cultural, and intellectual developments, the growth of the British Empire, and international relations.

HIS 351 **4 hours**
American Diplomatic History
A survey of the diplomatic relations of the United States from the period of the American Revolution to the present. *Offered in alternate years.*

HIS 360 **1-4 hours**
Independent Study

HIS 361 **4 hours**
Russian Civilization
A study of the development of the Russian nation, its people and culture from Varangian beginnings through czarist rule and into the Soviet Union and Commonwealth of Independent States of the twentieth century. Emphasis is placed on certain periods and personalities including the Kievan era, Peter the Great, Catherine the Great, tsars of the nineteenth century, the 1917 Revolution, Lenin, Stalin, and the post-Stalin era.

HIS 371 **3 hours**
Civil War Era
A study of the most dominant public issue in midnineteenth century America, namely the sectional conflict stemming from the issue of slavery. The course gives major emphasis to 1) the institutions, ideas, and events which led to the Civil War, 2) the war itself, and 3) the personality and leadership of the primary player in this drama, Abraham Lincoln.

HIS 391 **4 hours**
The World since 1945
An examination of key world events in Africa, Asia, Europe,

Latin America, and the United States and Canada since World War II. The emphasis is on the political and economic development, though cultural and social aspects are also included. One hour each week is devoted to an analysis of current events.

HIS 392 **4 hours**
Twentieth Century U.S. History
A study of the political, military, economic, and cultural development of the nation during its rise to world prominence. *Offered spring semesters.*

HIS 393 **1-4 hours**
Practicum

HIS 450 **1-4 hours**
Directed Research

HIS 490 **1-2 hours**
Honors

IAS 493 **4 hours**
Senior Seminar

INTERAREA STUDIES

See Final Entry of Departmental Listings.

INTERNATIONAL STUDIES

Program Director, Professor Winquist

The History Department administers the interdisciplinary International Studies Program. Students interested in earning a bachelor of arts degree major or minor in this program should consult the program director. The major requires the completion of the following core curriculum: CAS 340, HIS 100, POS 211, GEO 220; three courses from ECO 211, ENS 240, SOC 352, PHI 322 or 323, BIB 330, MUS 343, ENG 302, and a choice of modern literature classes (ENG 363, ENG 364, ENG 444, FRE 332, SPA 332, SPA 422); two years of modern foreign language; and an international travel-study experience. The second component in the major is a minimum of 15 hours (beyond the courses chosen to meet the core requirements) from specified courses in one of the following concentration areas: Spanish language and literature, French language and literature, world literature, the Christian world mission, international and comparative politics, international economics, comparative systems, the non-Western World, the Western World, and Middle East studies. The minor requires only the completion of the core curriculum.

MANAGEMENT INFORMATION SYSTEMS

See Computing and System Sciences.

MASS COMMUNICATIONS

See Communication Arts.

MATHEMATICS

Chair, Professor Klinger; Professor Neuhouser; Associate Professor Harms; Assistant Professors Benbow, Colgan

The major objectives of the Mathematics Department are to help students increase their knowledge and understanding of mathematical concepts, develop their reasoning ability and problem solving skills, and improve their ability to apply mathematics in a variety of areas. The department prepares students to become teachers of mathematics, to enter careers in business, industry, and government, and for graduate study in mathematics and related areas.

The student expecting to major in mathematics should have at least three years of high school mathematics including two years of high school algebra, some geometry, and trigonometry. In the freshman year, students planning to major in mathematics and those preparing for scientific work including engineering should be qualified to begin with MAT 151.

A bachelor of arts degree consists of at least 40 hours including MAT 250, 340, 361, 392, 412, and 461.

A bachelor of arts degree with a special area concentration in computer science consists of at least 36 hours of mathematics including MAT 250, 340, 372, 392, and either 361 or 412, and an additional 20 hours of computer science including COS 120, 250, 381, 382, and SYS 402.

A bachelor of science degree in mathematics leading to teacher certification consists of at least 43 hours including MAT 250, 312, 340, 352, 361 or 412, 392, IAS 493, and one course in applied mathematics.

A bachelor of science degree in mathematics/systems consists of 40 hours of mathematics including courses MAT 250, 340, 352, 382, 392, 393, and either 361 or 412 plus the systems requirements.

A bachelor of science degree in mathematics-environmental science consists of at least 36 hours in mathematics including MAT 250, 352, 392, and 393 with electives from MAT 340, 372, 382, 412, 431, and 461; an additional 23 hours of environmental science including BIO 204, ENS 231, 383, and 402 with electives from ENS 300, 340, 351, and BIO 380; and a cognate from either ECO 190 and 211 or POS 312 and 331.

One course in chemistry or physics is required for all majors.

A mathematics minor consists of a minimum of 23 hours of mathematics including MAT 151 and 230. Any MAT course 170 or higher will count toward a minor except MAT 201 and 202. NAS 240 may also count towards a minor.

A mathematics teaching minor may be earned by students wanting to supplement another secondary teaching major. This minor consists of 28 hours in mathematics including MAT 151, 230, 240, 250, 352, 312, and either MAT 361 or 412.

MAT 100 **1 hour**
Mathematics Fundamentals
A study of the basic arithmetic operations, exponents, ratios, linear and quadratic equations, graphs, and story problems. This course is specifically designed to assist those students who need help for the mathematics proficiency examination. *May be taken pass-fail only. Does not count toward a mathematics major.*

MAT 110 **3 hours**
Finite Mathematics
A study of logic, set theory, functions, matrices, systems of linear equations and inequations, and linear programming. Business applications are emphasized. *Prerequisite: A good understanding of algebra. Does not count toward a mathematics major.*

MAT 130 **4 hours**
Algebra and Trigonometry
Topics from algebra and trigonometry including equations, identities, graphs, and algebraic, exponential, logarithmic, and trigonometric functions. *Does not count toward a mathematics major. Offered fall semesters.*

MAT 140 **3 hours**
Fundamental Calculus for Applications
An introductory study of derivatives, series, and integrals with a wide range of applications including maximum and minimum problems. *Prerequisite: MAT 110 or permission of instructor. Does not count toward a major in mathematics.*

MAT 151 **4 hours**
Calculus with Analytic Geometry I
Advanced topics in algebra, selected topics in trigonometry and analytic geometry, and an introduction to calculus including limits, continuity, derivatives, and integrals. *Offered fall semesters.*

MAT 170 **4 hours**
Ways of Knowing
Topics studied include number, logic, Euclidean and non-Euclidean geometry, algebraic structures, dimension, and infinity. A study is made of the deductive method in mathematics and its relationship to ways of knowing in other areas. There is an emphasis on the beauty of mathematics and the relationship of mathematics to science and other forms of culture including the arts and religion. This course is offered within the honors program. *Offered spring semesters.*

MAT 201 **5 hours**
Mathematics for Elementary Teachers I
First of a two-course integrated content-methods sequence for elementary teacher preparation, this course is a study of the number system through the real numbers with special reference to teaching aids, laboratory methods, and pedagogy including

classroom use of hand calculators and microcomputers. Each student is encouraged to team with a student of MAT 202 in a teaching team in the Taylor-Eastbrook Mathematics Project (TEMP). *Does not count towards a mathematics major. Open to majors in early childhood and elementary education.*

MAT 202 **5 hours**
Mathematics for Elementary Teachers II
The second of a two-course integrated content-methods sequence for elementary teacher preparation with emphasis on geometry, problem-solving, and small-group work. Each student is responsible each week for a mathematics class in local schools, grades 1-6 (TEMP). *Does not count toward a mathematics major. Open to majors in early childhood and elementary education.*

MAT 230 **4 hours**
Calculus with Analytic Geometry II
A study of analytic geometry, functions, limits and derivatives, differentiation and integration of algebraic functions and elementary transcendental functions, applications of the derivative, differentials, the definite integral, and special techniques of integration. *Offered spring semesters.*

MAT 240 **4 hours**
Calculus with Analytic Geometry III
Examination of sequences, series, Taylor's formula, further applications of calculus, vectors, and an introduction to the calculus of several variables. *Offered fall semesters.*

MAT 250 **4 hours**
Transitional Mathematics
An introduction to abstract and linear algebra and to analysis. A study of the mathematical structure of matrices with applications, symbolic logic, Boolean algebra, groups, rings, and fields. Specific examples of the various algebras are studied rather than an extensive theoretical development. Also, types of proof including mathematic induction and epsilon-delta proofs of limits are introduced. *Offered fall semesters.*

MAT 261, 262 **1 hour each**
Special Problems
Selected topics in mathematics. *Prerequisite: Consent of the department chair.*

MAT 312 **4 hours**
College Geometry
Advanced Euclidean plane geometry with a brief survey of some of the non-Euclidean geometries and vector and transformational geometry. *Prerequisites: MAT 230 and 250. Offered spring semester of odd years.*

MAT 340 **4 hours**
Advanced Calculus
Emphasis on three dimensional analytic geometry, matrices, vectors, partial differentiation, multiple integration, and a more rigorous development of the fundamental concepts of calculus. *Prerequisites: MAT 240 and 250. Offered spring semesters.*

MAT 352 **4 hours**
Mathematical Statistics
A theoretical, as well as applied, study of counting outcomes, probability, probability distributions, sampling distributions, confidence intervals, tests of hypotheses, linear regression, and correlation. *Corequisite: MAT 240. Offered fall semesters.*

MAT 360 **1-4 hours**
Independent Study

MAT 361 **4 hours**
Abstract Algebra
Emphasis on set theory; development of the postulates of group theory, rings, integral domains, and fields. *Prerequisite: MAT 250. Offered spring semester of even years.*

MAT 370 **1-4 hours**
Selected Topics

MAT 372 **4 hours**
Numerical Analysis
Iterative and other algorithmic processes, propagation of error, solution of transcendental and polynomial equations, numerical integration and differentiation, linear algebra, curve-fitting, and numerical solution of differential equations are studied. *Prerequisites: COS 120, MAT 240. Offered fall semester of even years.*

MAT 382 **3 hours**
Advanced Statistics
A study of regression analysis including multiple and nonlinear regression; correlation analysis, including multiple and partial correlation; analysis of variance; and nonparametric statistics. This course also includes selected topics from calculus and matrix theory required for the study of these topics. *Prerequisite: MAT 352 or NAS 240; MAT 151.*

MAT 392 **1 hour**
Mathematics Seminar
Each student in the seminar will research a mathematical topic and make a presentation to the entire group. *Prerequisite: MAT 240. Offered fall semesters.*

MAT 393 **1-4 hours**
Practicum

MAT 412 **4 hours**
Linear Algebra
A course on matrix theory, determinants, linear equations and linear dependence, vector spaces and linear transformations, characteristic equation, and quadratic forms. *Prerequisite: MAT 250. Offered spring semester of odd years.*

MAT 431 **4 hours**
Differential Equations
A course on the solution of differential equations of the first order and first degree, orthogonal trajectories, linear differential equations with constant coefficients, nonhomogeneous equations by undetermined coefficients and variation of parameters, applications to vibration problems and electrical circuits, and an introduction to series solutions. *Prerequisite: MAT 240. Offered spring semesters.*

MAT 461 **4 hours**
Real Analysis
Real number system, topology, functions, sequences, limits, continuity, theory of differentiation and integration are included in this course. *Prerequisite: MAT 340. Offered spring semester of odd years.*

IAS 493 **4 hours**
Senior Seminar

MODERN LANGUAGES

Chair, Assistant Professor J. Loy; Professor Dixon; Associate Professors E. Barrick, E. Messer

The knowledge of a foreign language is integral to the education of students who will assume responsible roles as citizens of an increasingly interdependent world. The department provides a variety of courses and programs to meet this challenge.

The department offers

1. courses in French, German and Spanish to meet the two year language requirement
2. a minor in French or Spanish for students in a bachelor of arts degree program
3. a minor in French or Spanish for teacher certification
4. the bachelor of arts degree in French or Spanish
5. the bachelor of science degree for teacher certification in French or Spanish

For the bachelor of arts program, the minor in French requires 17 hours; the minor in Spanish requires 16 hours. The major consists of 30 hours of courses. This major is often combined with a second major, expanding the student's personal and career options. SPA 211 or SPA 212 is required for the Spanish major.

For the bachelor of science program, the minor in French or Spanish requires 24 hours. The major requires 40 hours of courses. Curriculum guides for the BS programs are available from the offices of modern languages or teacher education.

Elementary courses (101 and 102) do not count toward the hours required for a minor or major.

Majors in modern languages and teacher candidates may be required to take courses abroad in order to complete the departmental requirements. Other language students may choose to study abroad for their own benefit or to complete the language requirement. In all cases the study abroad courses must be approved in advance by the department.

French

FRE 101, 102 **4 hours**
Elementary French
Stresses reading and the use of spoken language including the essentials of grammar and offers an introduction to French culture. Includes coordinated laboratory activities. *FRE 101 is prerequisite to FRE 102.*

FRE 201, 202 **3 hours**
Intermediate French
Continues and builds upon the approach of FRE 101 and 102 through grammar review and intensive reading. Language laboratory activities are provided to promote oral communication. *FRE 201 is prerequisite to FRE 202.*

FRE 221 **4 hours**
French Conversation
Emphasizes the development of facility in oral and written communication in French. Includes laboratory activities. *Prerequisite: FRE 202 or equivalent. Offered fall semester of even years.*

FRE 222 **4 hours**
Contemporary France
Study of contemporary French culture. *Prerequisite: FRE 202 or equivalent. Offered fall semester of odd years.*

FRE 221, FRE 222, or instructor's permission is prerequisite to upper division courses.

FRE 300 **12-18 hours**
Study in France
A language study experience for students participating in the Taylor/Bowling Green State University program in France. Course content varies depending upon the student's level of proficiency in French. Applicability to a major or minor other than French must be determined in advance by a petition submitted to the department.

FRE 312, FRE 322, FRE 332, and FRE 342 are offered in rotation dependent upon student need and demand.

FRE 312 **4 hours**
Classicism
A survey of French classical literature with emphasis on the dramas of Corneille, Racine, and Moliere.

FRE 322 **4 hours**
Rationalism and Romanticism
Consideration of selected works from these periods in French literature.

FRE 332 **4 hours**
Realism, Symbolism, and Existentialism
Study of representative works from each of these periods in the literature of France.

FRE 342 **4 hours**
French Linguistics
Examination of the phonology of the French language, its word and sentence structure. Includes a study of contrasts between French and English.

FRE 360 **1-4 hours**
Independent Study

FRE 370 **1-4 hours**
Selected Topics

FRE 393 **1-4 hours**
Practicum

IAS 493 **4 hours**
Senior Seminar

German

GER 101, 102 **4 hours**
Elementary German
Pronounciation and the essentials of grammar. Oral expression is developed through language laboratory activities. *GER 101 is prerequisite to GER 102.*

GER 201, 202 **3 hours**
Intermediate German
Intensive reading and grammar review. Laboratory activities and independent prose reading are involved each term. *GER 201 is prerequisite to GER 202.*

Spanish

SPA 101, 102 **4 hours**
Elementary Spanish
The skills of listening, speaking, reading, and writing are taught in the context of daily happenings in the Spanish-speaking world. The essentials of grammar are studied. Laboratory activities are provided. *SPA 101 is prerequisite to SPA 102.*

SPA 201, 202 **3 hours**
Intermediate Spanish
Emphasis is placed on the conversational approach with additional reading and writing. *SPA 201 is prerequisite to SPA 202.*

SPA 211 **2 hours**
Communication in Spanish
A promotion of oral proficiency and communicative competence. The course emphasizes daily happenings in the Spanish-speaking world. *Prerequisite: SPA 202 or equivalent.*

SPA 212 **2 hours**
Conversational Perspectives in Spanish
An exploration of the diverse contemporary usages of spoken Spanish within the twenty republics of Hispanic culture. This class is conducted in everyday Spanish. *Prerequisite: SPA 202 or equivalent.*

SPA 211, SPA 212, or instructor's permission is prerequisite to upper division courses.

SPA 300 **12-18 hours**
Study in Spain
A language study experience for students participating in the Taylor/Trinity Christian College Semester in Spain program. Course content varies according to the student's level of proficiency in Spanish. Applicability to a major or minor other than Spanish must be determined in advance by a petition submitted to the department.

SPA 312 **3 hours**
Culture and Civilization of Spain
A survey of the people, culture, and customs of Spain through lectures, readings, discussions, and multimedia. *Offered spring semesters of even years.*

SPA 321 **3 hours**
The Art of Writing Spanish
An advanced workshop experience in the writing of Spanish. Includes a review of grammar and mechanics and practice in several expository modes including a formal research paper. *Offered fall semesters.*

SPA 331, SPA 332, SPA 421, and SPA 422 are offered in rotation dependent upon student need and demand.

SPA 331 **4 hours**
Introductory Spanish American Literature
A study of representative New World Spanish literature to 1880. Selections from the conquest, colonial, and romantic periods are discussed. Historical and cultural perspectives are provided.

SPA 332 **4 hours**
Contemporary Spanish American Literature
Post-romantic readings of Spanish America dating from 1880 to the present day. Selections are for critical analysis and interpretation as well as enjoyment.

SPA 342 **3 hours**
Spanish Phonology
An examination of the formation of speech sounds in the Spanish language and the application of phonetics and phonemics to understanding and speaking Spanish. Also includes a study of dialectal differences of American and Peninsular Spanish. *Offered spring semester of odd years.*

SPA 360 **1-4 hours**
Independent Study

SPA 370 **1-4 hours**
Selected Topics

SPA 393 **1-4 hours**
Practicum

SPA 421 **4 hours**
Spanish Medieval and Renaissance Literature
A study of Peninsular Spanish literature from its origin to 1700, the course includes selections from *El Cid* to Calderon. Historical, political, and cultural perspectives are considered.

SPA 422 **4 hours**
Spanish Literature from 1700-to present
A study of selected readings from the neoclassic, regional, romantic, and other periods of Spanish literature extending to the present. Social and political perspectives are considered.

IAS 493 **4 hours**
Senior Seminar

Spanish Abroad

Taylor University provides intercollegiate language study in Costa Rica for intermediate and advanced students of Spanish. The courses are for five weeks of study in the summer. Applicants at or above the intermediate level may participate with permission of the coordinator.

SPA 203s **6 hours**
Applied Aural-Oral Spanish
Intensive conversation dialogue sessions with introduction to reading and grammar review. *Prerquisites: SPA 102 and permission of instructor.*

SPA 303s **2 hours**
Advanced Composition and Conversation II
Theme writing in conversational style, letter writing, and use of idiomatic Spanish.

SPA 313s **2 hours**
Latin American Literature Survey I
Selections of the New World Spanish Literature before 1880 are read and studied.

SPA 323s **2 hours**
Latin American Literature Survey II
The most outstanding Hispanic American authors since 1880 and selections of their works are studied in a survey manner.

SPA 333s **2 hours**
Sintesis de la Cultura Latinoamericana I
Consideration of contemporary issues and events in Latin America from a variety of media including newspapers and magazines.

SPA 403s **2 hours**
Advanced Composition and Conversation III
Special advanced guidance is given in oral and written compositions for students completing Spanish 303s.

SPA 433s **2 hours**
Sintesis de la Cultura Latinoamericana II
A survey of the history, societies, peoples, politics, geography and culture of Latin America.

MUSIC

Chair, Professor A. Harrison; Professors B. Dickey, A. Harrison, Kroeker, Parker, Shulze, Sloan; Assistant Professor Collins

Mission

The primary mission of a Christian music department is to produce graduates who are equipped to assume leadership roles in the areas of the aesthetic. The department and the Christian musician share these responsibilities:

1. To understand and communicate the concept of creative, original expression, thus reflecting the role of God as Creator
2. To develop skills necessary to evaluate and determine high standards and quality informal content
3. To guide in the discovery and preservation of truth in message content

Taylor University makes music an integral part of the overall program serving the needs of the liberal arts student within the context of Christian higher education. For the music major, the department provides bachelor of arts degree and bachelor of music degree programs which lead to certification in the field of public school teaching, performance, and music composition. A *Handbook for Music Majors*, outlining all areas of concentration, is available from the Music Department.

The Music Department also provides

1. Music minors with emphases in elementary music education (for elementary education majors), church music, keyboard pedagogy (certificate awarded), and applied music.
2. Numerous ensemble opportunities open to both music majors and nonmajors
3. Private lessons on all instruments

4. Concerts, faculty recitals, student recitals, and other cultural opportunities

The programs of the Music Department are accredited by the National Association of the Schools of Music (NASM).

Bachelor of Arts Degree

The bachelor of arts degree with a major in music is designed for the student who is primarily interested in a liberal arts degree with a focus in music. This broadly based degree program has as its foundation the study of music history, theory, and literature. This program prepares students for diverse career opportunities in keeping with the liberal arts tradition of Taylor University.

Bachelor of Music Degree

The bachelor of music degree is the initial professional baccalaureate degree in music. Its primary emphasis is on development of the skills, concepts, and sensitivity essential to the professional life of a musician. Students may select the bachelor of music degree, majoring in either performance, music education, or music composition.

The performance major is offered to students in organ, piano, voice, brass, percussion, strings, and woodwinds. Required courses are MUS 100-200 (major and minor instruments), ensembles, MUS 131-132, 120, 123-223, 241-242, 293, 341-342, 351-352, 361-362, 371-372, 472 and IAS 493, plus pedagogy in major/minor instrument and electives. This program prepares students for careers as solo performers in concert or church music, accompanists, private teachers, professional ensemble members or conductors, or graduate students seeking careers in college music teaching.

The composition major consists of MUS 100-400 (major and minor instruments), ensembles, MUS 131-132, 120, 123-223, 293, 221-222, 231-232, 331-332, 241-242, 321-322, 341-342, 351-352, 361-362, 370, 371-372, 421-422, 472 and IAS 493 plus electives. This major prepares students for further studies in graduate school, teaching theory/composition in either high school or college, and composing and/or arranging sacred or secular music as well as for numerous opportunities in radio, television and other related fields.

Bachelor of Music Degree in Music Education

The bachelor of music in music education degree consists of 60-66 hours of music course work. This degree, leading to teacher certification, prepares and certifies the student to teach in the public schools on the elementary, junior high, and senior high school levels. Areas of specialization are provided, depending on the interests and background of the student.

Choral Area: The choral area, designed for voice, piano and organ majors, prepares students to teach choral music at the elementary and secondary levels (K-12). Courses include MUS 100-400 (applied major), MUS 100-200 (applied minor), ensembles, MUS 131-132, 120, 123-223, 241-242, 311-312, 341 or 342, 351, 361-362, 371-372, 472, and IAS 493 plus electives.

Instrumental Area: The instrumental area, designed for brass, percussion, string, and woodwind majors, prepares students to teach instrumental music at the elementary and secondary levels (K-12) in the public schools. Courses include MUS 100-400 (applied major), MUS 100-200 (applied minor), ensembles, MUS 131-132, 120, 123-223, 231-232, 241-242, 311-312, 331-332, 341 or 342, 352, 361-362, 472, and IAS 493 plus electives.

General Area: The general area certifies the student to teach music on the elementary and junior high school levels. Students with a concentration in voice, keyboard, or other instrument may elect this area of concentration. Courses include MUS 100-400 (applied major), MUS 100-200 (applied minor), ensembles, MUS 131-132, 120, 123-223, 241-242, 311-312, 341 or 342, 361, 472, and IAS 493 plus electives.

Music Minor

The core requirements for the minor are MUS 100, MUS 131-132, MUS 120, 123-223, and MUS 241. The minor degree programs are available to nonmusic majors only.

Church Music Emphasis: The minor with an emphasis in church music has been designed to prepare the graduate for work in the music programs in the local church. In addition to required course work, the student is encouraged to participate in ensembles and other music courses. Courses include MUS 131-132, 141-142, 241, 261, 301, 302, 401 or 402 plus electives.

Applied Music Emphasis: The applied music emphasis minor is designed for a general liberal arts music minor program. In addition to required course work, the student is encouraged to participate in ensembles and other music courses. Specific requirements include MUS 131-132, 120, 123-223, and 241 plus electives.

Keyboard Pedagogy Emphasis: The keyboard pedagogy emphasis minor is designed to prepare students to teach private piano. The course of study includes eight hours of applied piano study with juries at the end of each term. Those interested in pursuing this program should audition before the piano faculty. Courses include MUS 100-200 (applied piano), MUS 131-132, 141-142, 241, 381-382, and 470 plus electives.

Minor for Elementary Education Majors

This music minor program, designed for art, elementary education, and physical education majors leads to certification for teaching music K-6. Courses include MUS 100-200 (applied major and minor instruments), MUS 131-132, 120, 123-223, 241, 311, 361, and two hours of music electives. The student is encouraged to participate in ensembles and other elective courses.

General Information

Music majors may receive instructional experience through the Center for Musical Development (CMD), practicums in the public schools, and student teaching experiences in two public school settings.

The utilization of modern technology is incorporated in some music courses through computer-assisted instruction (using IBM computers), the electronic TAP master, electronic piano laboratory, music synthesizers, and various software packages (Music Printer Plus, Cakewalk Professional, and Guido).

Music Ensembles

All college students including nonmusic majors are invited to participate in the various musical organizations. Students are encouraged to structure their schedules so that ensembles may be taken for credit. Humanities 250 credit may be obtained by participation in an ensemble. By special permission of the conductor, a student may participate in a musical organization for noncredit. Small ensembles are formed according to demand, either with or without academic credit. These ensembles are available:

Choral Ensembles: Concert Chorale, Taylor Sounds, Gospel Choir, Carillon Choir, Men's Chorus, and Opera Workshop.

Instrumental Ensembles: Symphonic Band, Brass Choir, Jazz Ensemble, Jazz Combo, Flute Choir, Chamber Orchestra, Marion Philharmonic Orchestra, Pep Band, Taylor Ringers, and Handbell Choir.

Audition and Registration Information for Ensembles

Auditions: For those ensembles requiring auditions, auditions are held for freshmen and transfer students during the days of orientation at the beginning of the school year. For those students previously enrolled at Taylor University, auditions are arranged through the individual ensemble conductors.

Registration: Students should consult the Taylor University Schedule of Classes during registration for the correct ensemble name and number. Most ensembles may be taken for one credit hour. This credit may count for the general education requirement of Humanities 250--Participation in the Arts.

Choral Ensembles

MUS 240, 340
Concert Chorale
A select group of approximately 60 members chosen by audition. This SATB (soprano, alto, tenor, bass) ensemble performs a choral repertoire of sacred classics selected from Renaissance through Contemporary periods, including hymns and spirituals. The chorale tours annually during spring break. Other performances include participation in the Indianapolis Praise Gathering and frequent appearances with the Marion Philharmonic Orchestra.

MUS 210, 310
Taylor Sounds
A select group of 16 singers chosen by audition. This SATB ensemble performs a varied choral repertoire from Renaissance to contemporary Christian and gospel arrangements. The Taylor Sounds perform throughout the Midwest on weekends and on annual tours during spring break.

MUS 210, 310
Carillon Choir
The Carillon Choir is a women's chorus open by audition to all women at Taylor University. The choir sings a variety of literature and performs on campus for special chapels and concerts as well as in the community.

MUS 210, 310
Men's Chorus
The Men's Chorus is open by audition to students, faculty, staff, and community and performs on campus for special chapels and concerts as well as in the community.

MUS 210, 310
Gospel Choir
The Gospel Choir is an auditioned choir open to all students. It performs a variety of gospel music and presents concerts on and off campus including gospel music festivals.

MUS 210, 310
Opera Workshop
The Opera Workshop performs one opera or musical each year. Participation is by audition and is open to music students and ensemble members. *Offered spring semesters.*

Instrumental Ensembles

MUS 280, 380
Symphonic Band
The Symphonic Band is open to all wind and percussion players by audition. It performs the classic band repertoire as well as transcriptions and arrangements. The band tours annually during spring break.

MUS 210, 310
Jazz Ensemble
The Jazz Ensemble is open to all wind and percussion players by audition. It performs contemporary stage band literature as well as the jazz classics. This ensemble performs a concert each semester and tours in local schools.

MUS 210, 310
Jazz Combo
The Jazz Combo is a selected ensemble by audition. The combo explores improvisatory stylings and performs a concert each semester.

MUS 290, 390
Chamber Orchestra
The Chamber Orchestra is open to all string players by audition. The orchestra performs string music from all periods and frequently combines with one of the vocal ensembles to present sacred oratorios and cantatas as well as operas and musicals. Wind and percussion players are occasionally utilized.

MUS 210, 310
Brass Choir
The Brass Choir, open by audition, consists of a selected group of brass players who perform classical and sacred brass literature. The choir performs frequently in chapel and area churches.

MUS 210, 310
Flute Choir
The Flute Choir consists of a selected group of flute students. The students are auditioned by the flute instructor and explore flute chamber literature. This choir performs one concert each semester.

MUS 210, 310
Marion Philharmonic Orchestra
The Marion Philharmonic Orchestra, open to outstanding instrumentalists by audition with the conductor, is a community orchestra which performs literature from the standard orchestral repertoire. The orchestra performs five concerts annually.

MUS 210, 310
Pep Band
The Pep Band is open to all students who enjoy performing contemporary music at football and basketball home games. (No audition required.)

MUS 210, 310
Taylor Ringers
The Taylor Ringers consists of thirteen members chosen by audition. The group performs a variety of 4-5 octave literature of a moderate-to-difficult nature on campus (chapel, banquets), off campus (outreach programs), and on tours each spring.

MUS 210, 310
Handbell Choir
The Handbell Choir is open to students with bell ringing experience as well as to students with no previous experience who are willing to learn the art of bell ringing. The group performs in chapel as well as in programs on and off campus.

Audition and Registration Information for Private Lessons

Auditions: For those students desiring to study privately in voice, keyboard, or nonkeyboard instrumental areas, auditions are set up individually with the director of voice, piano, or the specified instrumental area during the first week of each semester.

Registration: Students should contact the music secretary during registration for the correct private instruction name and course number. Advancement from one level to another is on the basis of proficiency, examination, and consent of the instructor. Private instruction may be taken for one to four credit hours. This credit may count for the General Education requirement of Humanities 250, Participation in the Arts.

Requirements for Majors

All music majors are required to attend performance class, student and faculty recitals, concerts, and artists series. Bachelor of music in music education majors attend a minimum of 84 concerts during their academic tenure; bachelor of arts and bachelor of music majors attend a minimum of 96 concerts.

At the end of each term, an examining committee hears each music major on his/her major instrument.

Each music major gives a junior proficiency recital--20 minutes in length for BM candidates and 15 minutes in length for BA and BM in music education candidates. This recital is presented at the end of a student's sophomore year, or fourth term, in his/her applied area before the music faculty only and determines whether a student is to be admitted to the upper division level.

All music majors perform in performance class recitals twice per term. Public recital performance is determined by the instructor. Bachelor of music students are required to give a full graduation recital in their senior year, and bachelor of music in music education majors are required to give at least a half recital (public) in their junior or senior year.

Music majors are required to participate in an ensemble each term while on campus with a minimum of two years in the chorale, symphonic band, or chamber orchestra. Keyboard and composition majors are placed in the ensemble program in accordance with their abilities, interests, and the ensemble's needs.

Applied Music (Performance)

Private lessons are required of all music majors and are available for nonmajors. All students taking applied music for the first time register for the 100 level. (Exceptions for transfer students are determined by an examination.) Advancement from one level to another will be on the basis of proficiency, examination, or consent of the instructor. The course numbers represent lower and upper division credits. Normally freshmen and sophomores register for the 100-200 level and juniors and seniors register for the 300-400 level. Students not majoring in music may enroll for applied lessons suited to their background and needs. No previous training is required. Music majors should consult the *Handbook for Music Majors* for specific requirements at each level. Identification abbreviations are as follows: b-brass, o-organ, p-piano, e-percussion, s-string, v-voice, w-woodwind, g-guitar.

MUS 100 (b.o.p.e.s.v.w.g.) **1-4 hours**
Applied Performance
Learning practice methods, building good techniques, acquiring sufficient repertoire, gaining a broad knowledge of literature and composers, and achieving performance skills. May be taken a maximum of four semesters, a minimum of one semester.

MUS 200 (b.o.p.e.s.v.w.g.) **1-4 hours**
Applied Performance
Learning practice methods, building good techniques, acquiring sufficient repertoire, gaining a broad knowledge of literature and composers, and achieving performance skills. May be taken a maximum of four semesters, a minimum of one semester.

MUS 300 (b.o.p.e.s.v.w.g.) **1-4 hours**
Applied Performance
Learning practice methods, building good techniques, acquiring sufficient repertoire, gaining a broad knowledge of literature and composers, and achieving performance skills. May be taken a maximum of four semesters, a minimum of one semester.

MUS 400 (b.o.p.e.s.v.w.g.) **1-4 hours**
Applied Performance
Learning practice methods, building good techniques, acquiring sufficient repertoire, gaining a broad knowledge of literature and composers, and achieving performance skills. May be taken a maximum of four semesters, a minimum of one semester.

Music Education

MUS 111, 112 **1 hour**
Voice, Piano, String, Guitar Class
Applied class instruction for students with little or no previous training. Development of techniques with repertoire appropriate to the elementary level. Admission to any applied class requires the approval of the instructor.

MUS 231 **1 hour**
Instrumental Methods I-Brass Instruments
Class instruction in various brass instruments. Designed to acquaint music education specialists and church musicians with basic performance problems and teaching techniques of the brasses. *Offered fall semester of even years.*

MUS 232 **1 hour**
Instrumental Methods II-Woodwinds
Class instruction in various woodwind instruments. This course is designed to acquaint music education specialists and church musicians with basic techniques for teaching and playing woodwind instruments. *Offered spring semester of odd years.*

MUS 300 **4 hours**
Music in the Elementary Classroom
This course consists of three components: (1) an overview of the basics of music (rhythm, melody, harmony, form, tone color); (2) an introduction to musical skills (singing, playing a recorder, autoharp, conducting, rhythm band instruments); and (3) methods and materials for teaching music (especially those related to the Kodaly and Orff methodologies). One section is offered in the fall; two sections are offered in the spring. Music 300-A is for individuals with a music background. Music 300-B is for individuals with no music background.

MUS 311 **3 hours**
Elementary School Music
A study of the role of the music specialist in planning musical experiences for children with emphasis on child development, music literature for children, teaching aids, and appropriate teaching practices. Curriculum development and organization of the elementary school are included. Special consideration is given to the materials and techniques associated with the Orff, Kodaly, E.T.M., and Dalcroze methods of instruction. *Offered fall semester of even years.*

MUS 312 **2 hours**
Secondary School Music
Investigation of secondary music curricula, organizational structures, and materials. Emphasis is on both nonperformance areas (general music, theory, appreciation, and related art courses) and performance-oriented areas (band, orchestra, and choir development). Includes a field experience lab. *Offered spring semester of odd years.*

MUS 331 **1 hour**
Instrumental Methods III-Percussion
Class instruction in percussion instruments. This course is designed to acquaint music education specialists and church musicians with basic techniques for performing and teaching percussion instruments. *Offered fall semester of odd years.*

MUS 332 **1 hour**
Instrumental Methods IV-Strings
Class instruction in string instruments. This course is designed to acquaint music education specialists and church musicians with basic techniques for performing and teaching orchestral stringed instruments. *Offered spring semester of even years.*

MUS 361 **2 hours**
Conducting I
An introduction to the psychological, technical, and musical elements of conducting. Study of musical scores of choral literature is also stressed. *Offered fall semesters.*

MUS 362 **2 hours**
Conducting II
Advanced score studies, conducting, and rehearsal techniques of instrumental works are practiced. Laboratory experience with band or orchestra ensembles is included. *Prerequisite: MUS 361 or the equivalent. Offered spring semesters.*

MUS 381 **2 hours**
Piano Pedagogy I
A study of the methods and materials of teaching beginning piano students. Supervised teaching experience is included. *Offered fall semesters.*

MUS 382 **2 hours**
Piano Pedagogy II
A study of the methods and materials of teaching intermediate and advanced keyboard students. Supervised teaching experience is included. *Offered spring semester of odd years.*

MUS 440 **1 hour**
Vocal Pedagogy
Techniques, practices, and materials related to teaching voice. *Offered fall semester of even years.*

MUS 462 **2 hours**
Instrumental Pedagogy and Literature
Techniques, materials, literature and performance practices related to teaching instruments. A supervised teaching experience is included. *Offered fall semester of odd years.*

Church Music

MUS 320 **1-4 hours**
Internship
In-depth experience with a full-time minister of music involving responsibilities in various phases of the church music program including administration, organization, rehearsal, and worship.

MUS 350 **3 hours**
Music and the Church
A study of the organization, administration, and operation of the overall church music program. Areas of study include the multiple church choir program (preschool - grade 9), handbells, Orff instruments, adult choirs, rehearsal techniques, vocal pedagogy, worship planning, song leading, and hymnody. *Offered fall semester of odd years.*

Music Theory, History, and Literature

MUS 120 **3 hours**
Music Theory
A comprehensive, practical introduction to the essentials of music theory: rhythm, intervals (diatonic and chromatic), scales (major and minor - all forms), key signatures, circle of 5ths, triads and chords, terms, and tempo markings. Class instruction as well as computer lab work includes singing, ear training, and keyboarding. *Offered fall semesters and interterms.*

MUS 123 **3 hours**
Harmony I
A study of basic fundamentals and structural elements of tonal music. Principles of part-writing, elementary forms, and melodic rhythmic and rhythmic concepts are learned through written analytic and keyboard experience. Areas covered include diatonic triads, diatonic seventh chords, and secondary functions. Intermediate work is done in the areas of nonharmonic tones and chromatic harmonies including secondary dominans. *Prerequisite: MUS 120. Offered spring semesters.*

MUS 131 **1 hour**
Introduction to Music I
An introductory course exploring careers in music, the elements of music, basic music forms, styles, and an overview of the history of Western music. The course is designed for the music major, music minor, and other interested students. *Offered fall semesters.*

MUS 132 **2 hours**
Introduction to Music II
A continuation of MUS 131. *Prerequisite: MUS 131. Offered spring semesters.*

MUS 201 **1 hour**
Computers, Technology, and Music
This is a preliminary-level instructional course designed to train the music major in the knowledge and applications of computer and MIDI systems as used in the music profession. Emphasis is placed on acquiring basic knowledge and skills in MIDI and hardware systems, synthesizer performance, sequencing, and desk-top publishing. Dominant use is on IBM systems with introduction to Macintosh use. Basic keyboard skills are essential. This course along with the two hour COS 104 or 106 course meets the computer literacy requirement. Includes a supervised lab each week. *Prerequisites: MUS 120, COS 104 or 106, or permission of the instructor.*

MUS 221, 222 **2 hours each**
Composition I and II
Original composition in elementary and advanced forms. Emphasis is on development of individual style of expression.

MUS 223 **3 hours**
Harmony II
A continuation of Harmony I. Intermediate and advanced work in the following areas: chromaticism and modulations, diminished and half-diminished seventh chords, and doubly augmented sixth chords. Also included is an introduction to binary and ternary forms and late-nineteenth century tonal harmony as well as an introduction to twentieth century practices. An original composition is required as a final project. *Prerequisite: MUS 123. Offered fall semesters.*

MUS 241 **2 hours**
Sight Singing and Ear Training I
Skill development is stressed in the areas of sight-singing (the ability to read/interpret musical symbols), ear-training (both written and aural skills), and rhythmic responsiveness accomplished through class performance and the use of the electronic TAPmaster and IBM computers with Guido software. *Prerequisite: MUS 120. Offered fall semesters.*

MUS 242 **2 hours**
Sight Singing and Ear Training II
Continuation of MUS 241. Intermediate and advanced level work is in the areas of sight-singing, dictation (intervallic, melodic, and harmonic), rhythm (irregular meter), and analysis (small forms). *Prerequisite: MUS 241. Offered spring semesters.*

MUS 243/343 **4 hours**
Music and World Cultures
An investigative study of selected non-Western cultures and the role of music within the cultures. Three components are basic principles of culture and basic principles of music, Japanese culture and music, and African culture and music (East Africa and West Africa). This cross-cultural course, open to all students, requires a paper pertaining to music and a culture of the student's choice. Open to honors students as MUS 343. *Offered interterms.*

MUS 293 **3 hours**
Introduction to Electronic Music
An introduction to the aesthetics and types of electronic music. Emphasis is placed on working with synthesizers, tape recorders, computers, sequencers, signal processors, and splicers with a view to actually creating an electronic composition as a final project. Outside reading on the subject is required as an adjunct part of the course. *Offered interterms.*

MUS 321, 322 **2 hours each**
Composition III and IV
Continuation of the project begun in 221-222. Includes an introduction to the technique of electronic music and the composition of several pieces in this medium using the music synthesizer and related equipment. Taught as a private lesson with requisite fee.

MUS 323 **1 hour**
Functional Keyboard Skills
The facilitating of practical keyboard skills including the ability to harmonize melodies at sight with primary and secondary chords and the ability to transpose chordal accompaniments to

related keys. In addition, students are introduced to keyboard jazz harmonies and jazz improvisation using software and MIDI-compatible synthesizers. *Offered spring semesters.*

MUS 341 **2 hours**
Counterpoint
Theoretical approach to the fundamental principles of eighteenth century polyphonic composition; a study of the formal designs and methods of structural treatment with written and analytical experience in the harmonic-contrapuntal concept of music. *Prerequisite: 223. Offered spring semester of even years.*

MUS 342 **2 hours**
Form and Analysis
Analysis of representative works of the eighteenth and nineteenth centuries with emphasis on the structure and stylistic aspects of music. *Prerequisite: 223. Offered spring semester of odd years.*

MUS 351 **2 hours**
Choral Arranging
A course on the ranges, tonal possibilities, and technical limitations of the different voices; the analysis of scores of standard choral compositions. Arranging and adapting scores for various vocal combinations are included. *Prerequisite: 223. Offered fall semester of even years.*

MUS 352 **2 hours**
Instrumental Arranging
Band and orchestral instruments are studied with a view to practical and effective writing. Arranging of compositions for various instrumental combinations is included. *Prerequisite: 223. Offered fall semester of odd years.*

MUS 371 **3 hours**
History-Literature I
A study of the development of music from the pre-Christian through the Baroque eras. Stylistic cognizance is acquired through aural experience. *Offered fall semesters.*

MUS 372 **3 hours**
History-Literature II
A study of the development of music during the eighteenth and nineteenth centuries and concomitant phases of social and cultural practices of the times. Stylistic perception is gained through audiovisual and aural experience. *Offered spring semesters.*

MUS 421, 422 **2 hours each**
Composition V and VI
Continuation of projects begun in 321-322 in preparation for the senior recital. Taught as a private lesson with requisite fee.

MUS 442 **2 hours**
Vocal Literature
A study of English, Italian, German, French, and American literature since the late Renaissance. Emphasis is on stylistic interpretation and vocal appropriateness. Music is performed by class participants. Recordings are also utilized. *Offered spring semester of odd years.*

MUS 470 **2 hours**
Piano Literature
A study of piano works chosen from a given era or composer. Lecture, performance, and recorded examples are used. *Open to piano majors, certificate in piano pedagogy candidates, and others by permission of the instructor. Offered spring semester of even years.*

MUS 472 **4 hours**
History-Literature III
A study of the development of music from the year 1900 to the present. Representative music and concomitant phases of political history and art are correlated with aural and analytical techniques of this period of history. *Offered spring semesters.*

Special Topic Courses

MUS 170, 370 **1-4 hours**
Selected Topics

MUS 360 **1-4 hours**
Independent Study

MUS 393 **1-4 hours**
Practicum

MUS 450 **1-4 hours**
Directed Research

MUS 480 **1-4 hours**
Seminar

MUS 490 **1-2 hours**
Honors

IAS 493 **4 hours**
Senior Seminar
An exploration of the art of music and its connection to contemporary culture and the Christian faith. *Offered interterms.*

PHILOSOPHY

See Biblical Studies, Christian Education, and Philosophy.

PHYSICAL EDUCATION

See Health, Physical Education, and Recreation.

PHYSICS

Chair, Associate Professor R. Roth; Assistant Professors Hedin, D. Smith

The mission of the Physics Department is to provide within a Christian context a high quality liberal arts physics major for students seeking admission to graduate school, entry into technical professions, or certification to teach physics at the secondary level. The Physics Department offers instruction in physics, astronomy, and physical science. A student in the program may select any of the following degree programs:

A physics major (except physics/education) requires 35 hours of physics including PHY 211, 212, 330, and 23 hours of upper-level physics courses. Required cognate courses are CHE 431, MAT 431, and NAS 480. Additional courses in computer science and mathematics are strongly recommended.

Bachelor of Arts in Physics

This program requires the 35-hour major and two years of foreign language.

Bachelor of Science in Science-Physics/ Education

The department, in cooperation with other science departments and the Education Department, offers a science teaching major with a primary emphasis in physics. This major requires PHY 211, 212, 311, and 312; 8 hours of electives from PHY 321, 322, 330, 332, or 341; at least 12 hours of math (calculus); IAS 493; a core of general requirements; and a supporting area in science. For additional information, consult the curriculum guide published by the Education Department.

Bachelor of Science in Physics/Systems

A 35 hour physics major with an additional core of systems and computer science courses. See systems requirements.

Bachelor of Science in Physics-Environmental Science

An integrated major in physics and environmental science which requires PHY 211, 212, 341, 312, and 15 additional upper-level courses in physics; CHE 201, 202; MAT 352, 431; ENS 231, 383, and 402; three upper-level electives from CHE 320, ENS 300, 340, 351, or 380; a two to four hour practicum; IAS 493; COS 120 and POS 311 or 312.

Physics Minor

A minor in physics consists of 18 hours including PHY 211 and 212 and 8 hours of upper-level physics courses.

PHY 120 **4 hours**
Experiences in Physical Science
Intended for nonscience majors. Selected topics from physical science are studied to afford insight into current understanding of natural phenomena, models used to represent nature, and methods used in the quest to fathom the physical universe. Three lecture periods and one recitation period each week. One two-hour laboratory session biweekly. *Offered spring semesters.*

PHY 121 **5 hours**
Survey of Physical Science for Elementary Teachers
Intended for elementary education majors as a content course, not a methods course. Selected topics from astronomy, physics, and chemistry are studied with special emphasis on their application in the elementary classroom. Student projects provide experiences working with elementary school children. Four lecture periods and one two-hour laboratory session each week. *Offered fall semesters.*

PHY 201 **4 hours**
Introductory Astronomy
A descriptive course about the solar system, stars and stellar evolution, and galaxies and the universe. Recent findings of space exploration and radio astronomy are included. Telescopes are provided for viewing sessions. *Offered interterms.*

PHY 211, 212 **5 hours each**
University Physics
A calculus-based study of mechanics, heat, and sound in the first term; electricity, magnetism, and light in the second term. Four lectures and two hours of laboratory per week. *Prerequisite to all upper-level physics courses. Offered annually.*

PHY 311 **4 hours**
Modern Physics
An introduction to modern physics including special relativity, quantum effects of radiation and particles, atomic structure, and elementary particles. Three lectures and two hours of laboratory per week. *Prerequisite: PHY 211, 212. Offered fall semester of even years.*

PHY 312 **4 hours**
Nuclear Radiation Physics
A study of natural and induced radioactivity, nuclear radiation detection, charged particle interactions, and neutron physics. Three lectures and two hours of laboratory per week. *Prerequisite: PHY 211,212. Offered spring semester of odd years.*

PHY 321 **3 hours**
Electricity and Magnetism
The vector field approach to electromagnetic theory. Includes electrostatics, magnetostatics, induction, dielectric and magnetic materials, and Maxwell's equations. *Corequisite: PHY 341. Prerequisite: PHY 211, 212. Offered fall semester of odd years.*

PHY 322 **3 hours**
Waves and Physical Optics
Applications of Maxwell's equations including electromagnetic waves, wave guides, diffraction, and Fourier optics. *Prerequisites: PHY 211, 212, and 321. Offered spring semester of even years.*

PHY 330 **1-2 hours**
Advanced Physics Laboratory
Majors must have two credit hours of PHY 330 to graduate. The experiments to be performed are selected from the areas of electrical measurements, optics, modern physics, solid state physics or nuclear physics. The actual experiments selected will depend on the student's interests and background. *Prerequisite: 211,212. Offered as needed for junior or senior physics major.*

PHY 331 **4 hours**
Introduction to Electronics
Introductory concepts and experiments designed to acquaint students with the operation and application of modern electronic devices and components. The implications of this rapidly changing technology on society are discussed. Experiments dealing with elementary concepts of electricity, electrical measurements, diodes, transistors, integrated circuits, and a variety of solid state devices as well as digital electronics are provided. Separate instruction modules are available for science and nonscience students. Three hours lecture and one three-hour laboratory per week. Prerequisite: *PHY 211, 212. Offered fall semesters.*

PHY 341 **3 hours**
Math Methods in Physics and Engineering
An applied approach to various mathematical topics including linear algebra and matrices, vector field theory, partial differential equations, Fourier series and transforms, and complex analysis. *Prerequisites: PHY 211, 212, and MAT 431.Offered fall semesters.*

PHY 342 **3 hours**
Analytical Mechanics
An intermediate treatment of mechanics emphasizing dynamics. Includes central forces, many particle systems, rigid bodies, and small oscillations. The Lagrangian and Hamiltonian formulations are introduced and used for much of the term. *Prerequisite: PHY 211, 212, and 341.Offered spring semester of even years.*

PHY 370 **1-4 hours**
Selected Topics

PHY 393 **1-4 hours**
Practicum

PHY 412 **3 hours**
Quantum Mechanics
A quantum mechanical treatment of the free particle, the harmonic oscillator, and the hydrogen atom. Includes approximation methods, creation and annihilation operators, and an introduction to angular momentum. *Prerequisites: PHY 211, 212, 311, and 341. Offered spring semester of odd years.*

PHY 490 **1-2 hours**
Honors

IAS 493 **4 hours**
Senior Seminar

POLITICAL SCIENCE

Chair, Professor P. Loy; Professor Hoffmann

Political science examines the structure and the processes of government, contrasting philosophies about how government should be ordered as well as various opinions about what policies government should pursue and by what means.

A bachelor of arts degree with a major in political science consists of 32 hours. All majors must include POS 211, 232, 361, and 362. An internship is required of all majors and ordinarily will be met by taking POS 393 or ASP 310. In addition, all majors must take one of the three comparative politics courses, POS 301, 321, or 322, and one of the following courses, POS 312, 331, or 342. Students wishing to pursue a bachelor of science in political science/systems or political science/environmental science must meet the requirements of those programs.

A minor in political science consists of 20 hours including POS 361 (4 hours).

POS 100 **4 hours**
American Politics
Primary emphasis is given to the democratic character of American government. The course considers the constitutional system and economic policy as well as the institutions of American government.

POS 211 **4 hours**
World Politics
A study of political and economic relations among nation-states. Special attention is given to the problems of war and poverty and the possibilities for transnational cooperation. *Offered fall semesters.*

POS 212 **3 hours**
Ethics and Foreign Policy
A practical study of how citizens can relate Christian principles to choices involving such issues as human rights, military force, the environment, aid to poor countries, and economic competition. The focus is on actual cases in the formulation and implementation of American foreign policy. *Offered spring semester of odd years.*

POS 232 **3 hours**
Methods of Political Analysis
Designed for political science majors, the course explores the nature of political science and introduces the student to the major theoretical approaches to the discipline. *Offered spring semesters.*

POS 301 **4 hours**
Comparative Politics
A study of selected political phenomena as they appear in different systems. Topics vary but normally include such things as political parties, citizen participation, the legislative process, and political culture. *Offered fall semester of even years.*

POS 312 **4 hours**
Foundations of Public Policy
Describes and examines the voting behavior of the American people and the functions and interactions of political parties, interest groups, and public opinion in a democratic polity. *Offered spring semester of odd years.*

POS 321 **4 hours**
The Modern Middle East
A study of the history and politics of Southwest Asia and North Africa. Special attention is given to the role of Islam and the roots of the Arab-Israeli conflict. *Offered spring semester of even years.*

POS 322 **4 hours**
Communism and Democracy
A study of the attempts to build a radical alternative to Western-style liberal democracy in the Soviet Union, China, Cuba, and elsewhere. Special attention is given to problems associated with changing communist systems into market-oriented liberal democracies. *Offered fall semester of odd years.*

POS 331 **4 hours**
Development of Public Policy
An extensive examination of the interaction between Congress and the Presidency in making public policy. The course focuses on major theories of public policy and examines governmental policy making from these perspectives. *Offered fall semesters.*

POS 342 **4 hours**
Public Administration
An examination of the structure, function, organization and personnel of public administration. Emphasis is on American bureaucracy and the problems of public control and bureaucratic responsibility. *Offered spring semester of even years.*

POS 360 **1-4 hours**
Independent Study

POS 361 **4 hours**
Foundations of Political Philosophy
An examination of Western political thought from classical Greece through the 18th century. The course includes a study of fundamental political concepts and perennial issues in political philosophy. *Offered fall semesters.*

POS 362 **4 hours**
Modern Political Philosophy
A study of the philosophical basis of contemporary political thought and political ideologies. *Offered spring semesters.*

POS 372 **5 hours**
American Constitutional Development
Stresses the origin, adoption, and interpretations of the United States Constitution. Cases and readings on the powers of the federal government, judicial review, states rights, state police powers, federal commerce powers, and due process are analyzed. *Prerequisites: HIS 120 and POS 100, or consent of the instructor. Offered fall semesters.*

POS 393 **1-4 hours**
Practicum

POS 460 **2-4 hours**
Tutorial in Political Science
An individual program of reading and research designed for students contemplating graduate work in political science.

IAS 493 **4 hours**
Senior Seminar
Offered interterms.

PREPROFESSIONAL STUDIES

See final entry of Departmental Listings.

PSYCHOLOGY

Chair, Professor Lund; Professor Cosgrove; Associate Professors Maloney, Snyder

Psychology involves the study of human and animal behavior. Each course seeks to integrate psychological data with major biblical beliefs. The aim of the department is to train Christian psychology students who upon graduation are prepared for further academic studies and/or professional responsibilities.

The department offers both a BS and BA degree program. Environmental science or systems analysis must augment the BS degree; two years of foreign language are required for the BA degree. A BS degree may also be taken in social studies education with psychology as a second teaching area.

A major in psychology consists of 45-46 semester hours. In order to insure a breadth of exposure to the discipline of psychology, the following courses must be taken: PSY 110, 125, 140, 210, 250, 272, 310, 321, 393 or 450, and IAS 493. A student may choose a minor in psychology by taking PSY 200 and 15 additional hours in psychology.

Applied and preprofessional tracks are outlined in curriculum guides available in the department offices.

PSY 110 **2 hours**
Foundations of Psychology
An historical and philosophical introduction to the discipline of psychology. Topics include world views in psychology, history of psychology, current perspectives in psychology, and models of integration of psychology and Christianity. *Offered fall semesters.*

PSY 125 **2 hours**
Intrapersonal Psychology
The study of how to process the emotional dynamics of anger, guilt, anxiety, and grief while becoming mature, emotionally integrated social beings.

PSY 140 **3 hours**
Applied Psychology
This is an introduction to practical uses and applications in psychology. Topics covered range from industrial psychology to legal issues. *Offered spring semesters.*

PSY 170 **1-4 hours**
Selected Topics

PSY 200 **3 hours**
Introduction to Psychology
An introduction to the subject matter and methods of psychology. Topics on human development, personality, learning, sensation, perception, motivation, emotion, mental health, and social psychology are considered.

PSY 210 **2 hours**
Ethics in Psychology
A study of various models of ethics with a desire to develop a Christian model. The Christian model is then applied to various issues in counseling, psychopathology, research, human development, law, and educational psychology. *Offered fall semesters.*

PSY 240 **3 hours**
Child Psychology
This course deals not only with the subject matter of developmental psychology (such as cognitive development, physical development and socio-emotional development) but also attempts to apply the subject matter to those actively working with children such as parents, teachers, coaches, etc.

PSY 250 **4 hours**
Life Span Development
This course is designed to provide a general overview of the developmental process in humans from conception through death and dying. Included is attention to the physical, emotional, cognitive and social developments.

PSY 272 **3 hours**
Research in Psychology
Research methods in psychology are studied and critiqued. Students are involved in practical research and writing assignments. *Prerequisite: 3 hours in psychology. Offered fall semesters.*

PSY 300 **4 hours**
Abnormal Psychology
A study of the nature, causes, and treatment of maladaptive behavior with special consideration given to the symptoms and dynamics of psychological disorders. *Prerequisite: 3 hours in psychology.*

PSY 310 **3 hours**
Integration of Psychology and Christianity
An examination of the relationship between psychology and Christian beliefs about human nature. Topics involve the presuppositions of modern psychology, the Christian view of man, and tension areas between psychology and theology. *Prerequisite: 3 hours in psychology. Offered spring semesters.*

PSY 321 **3 hours**
Social Psychology
A study of how the thought, feeling, or behavior of individuals is influenced by the actual, imagined, or implied presence of others. Topics include cooperation and competition, aggression, attitudes and their change, affiliation, and conformity. *Prerequisite: 6 hours in psychology. Offered spring semesters.*

PSY 330 **4 hours**
Statistics and Design in Psychological Research
An introductory course which surveys common statistical concepts in psychological research. It also examines and critiques the major research designs used in psychology today. *Prerequisite: 3 hours in psychology.*

PSY 331 **3 hours**
Biblical Psychology
A survey of biblical teaching on the nature of man, its relationship to emotional problems, and solutions to those emotional problems.

PSY 340 **3 hours**
Adolescent Psychology
This course deals with the problems of adolescence including peer pressure and conformity, adult-adolescent conflicts, problems growing out of cognitive changes, adjustments to physical changes, struggles with identity, etc. Current issues such as drug and alcohol use and teen sexuality are discussed. The focus is on a practical application of research literature with an integration of biblical principles. *Offered spring semesters.*

PSY 360 **1-4 hours**
Independent Study

PSY 370 **1-4 hours**
Selected Topics

PSY 390 **3 hours**
Christian Marriage
A practical and applied course which integrates psychological literature and biblical teaching in the subject areas of the marriage relationship. These areas include marriage foundations, dating and engagement, premarital sexual behavior, singleness, mate selection, marriage success and satisfaction, love and infatuation, marriage roles, communication and conflict, and divorce.

PSY 393 **1-4 hours**
Practicum

PSY 400 **3 hours**
Theories of Personality
A study of the major current systematic psychological theories of personality. Consideration is given to their underlying assumptions and usefulness for research and therapeutic practice. *Prerequisite: 6 hours in psychology or social work. Offered fall semesters.*

PSY 410 **3 hours**
Motivation
This course is designed to provide the basic theoretical models of motivation (biological, drive, need, social, etc.), as well as to examine some current applications. Areas examined may include business, athletics, academics, and religion. Ethical concerns are included. *Prerequisite: 6 hours in psychology. Offered spring semesters.*

PSY 411 **3 hours**
Learning: Theory and Application
The study of major learning theories and their application to advertising, education, counseling, and daily problems of life. *Prerequisite: 6 hours in psychology.*

PSY 420 **3 hours**
Cognition
The scientific study of the cognitive functions of memory, attention, perception, learning styles, imagery, decision making, problem solving, and metacognition with application for implementing this information. *Prerequisite: 6 hours in psychology. Offered spring semesters.*

PSY 422 **3 hours**
Psychological Testing
A study of the principles of psychological testing, considering

both the theoretical and practical foundations underlying the construction, use, and interpretation of various psychometric instruments. The student is given opportunity to administer, score, and interpret selected instruments. *Prerequisite: 6 hours in psychology including PSY 330. Offered spring semesters.*

PSY 441 **3 hours**
Physiological Psychology
A study of the neurophysiology underlying human behavior. Emphasis is given to central nervous system mechanisms which mediate sensation, consciousness, learning, motivation, and emotional behavior. *Prerequisite: 6 hours in psychology. Offered spring semesters.*

PSY 450 **1-4 hours**
Directed Research

PSY 461 **3 hours**
Fundamentals of Counseling
An analysis of the major theories and approaches to counseling, correlating them with counterpart theories of personality and learning. Each major theory is dealt with in the light of biblical revelation. As a result, the student is encouraged to formulate a tentative theory of counseling consistent with biblical truth. *Prerequisite: 6 hours in psychology including PSY 300. Offered fall semesters.*

PSY 480 **1-4 hours**
Seminar

PSY 490 **1-2 hours**
Honors

IAS 493 **4 hours**
Senior Seminar

IAS 499 **1 hour**
Special Study
Teaching Assistant

RECREATIONAL LEADERSHIP

See Health, Physcial Education and Recreation.

SOCIAL WORK

Chair, Assistant Professor Lee; Associate Professor Wallace; Assistant Professor Harner

The mission of the social work program is (1) to prepare its majors as professional general practitioners able to become certified in those states which provide legal regulation of social workers, (2) to prepare majors for admission to MSW programs, and (3) to help students integrate their Christian faith, values, and ethics with those of the profession.

As a profession, social work provides a range of services to people in many different settings--from young to old, from individuals to families, groups, and communities, and from hospitals to public and private welfare agencies.

The Social Work Department offers a bachelor of science degree in social work or a bachelor of arts degree if language requirements are met. The social work program is accredited by the Council on Social Work Education.

Entrance and Graduation Requirements

Entry into Taylor's social work education program begins in the sophomore year when students

1. satisfactorily complete the pre-entry courses SWK 200, 231, SOC 100, and PSY 200.
2. complete a minimum of 30 hours of volunteer experience, preferably at a social welfare agency.
3. receive the approval of the Social Work Education Committee.

Students in the social work major are expected to complete the following:

1. all general education requirements
2. a total of 69 hours including SWK 200, 231, 351, 354, 355, 362, 393, 441, 451, 452, 492, and one social work elective (3 hours); SOC 100, 260, 312; PSY 200, 400,; IAS 493; and one course in statistics (4 hours).
3. a total of 13 supporting hours including ECO 190, POS 331, BIO 244 and 245
4. attainment of a minimum 2.5 GPA for the social work core curriculum

Students considering work in areas that are bilingual are encouraged to take appropriate language courses.

SWK 200 **3 hours**
Explorations in Social Work
An initial exposure to the field of social work by exploring what social workers are, what social workers do, and the settings in which they work. Examination of the knowledge, value, and skill base; practice settings, educational and career opportunities, and the interrelationships between social work and social welfare in the United States. Opportunity is given for the student to explore his/her own interest in and potential for a career in social work. *Open to all who are considering social work as a major.*

SWK 231 **3 hours**
Social Welfare: Historical Perspectives and Development
Follows the development of social welfare efforts from early civilizations to the present time. Focuses on the emergence of the profession of social work. Explores the question: "Am I my brother's keeper?" in the light of biblical principles. *Prerequisite: SWK 200. Offered spring semesters.*

SWK 351 **3 hours**
Social Work Process and Practice I
First in a four-course sequence designed to provide the necessary knowledge, skills, and value base for beginning-level generalist social work practice. Focuses on micro-level and ethical decision making. The problem-solving model, basics of professional helping relationships, effective communication principles, and interpersonal skills are explored and practiced. *Prerequisites: CAS 110 or 120, SWK 200, SOC 100, PSY 200, and acceptance in the social work major. Offered fall semesters.*

SWK 354 **3 hours**
Social Work Process and Practice II
Second in the four-course practice sequence. Enables further development of generalist social work skills with various client systems. Areas of group dynamics, ethical issues, developmental levels, and diversity are emphasized. *Prerequisite: SWK 351. Participation in a group experience is required. Offered spring semesters.*

SWK 355 **3 hours**
Helping Troubled Families
Introduces family systems theory as well as the history and development of family interventions. Presents the major approaches of working with families and provides the opportunity to role play application of these approaches. *Open to all majors. Offered fall semesters.*

SWK 360 **1-4 hours**
Independent Study

SWK 362 **3 hours**
Social Policy
Examines impact of government welfare policies upon the delivery of social services. Applies basic policy principles to private, public, and religious social welfare agencies. Provides strategies for understanding and affecting social policy. *Prerequisites: POS 331 and SWK 231. Offered spring semesters.*

SWK 370 **1-4 hours**
Selected Topics

SWK 380 **3 hours**
Understanding Death and Dying
Provides a basic introduction to crucial issues and biblical principles related to death and dying. Cross-cultural and varied other perspectives (victim, survivor) are explored. The role of social institutions and services to persons affected by death and dying is presented. A contemporary issue related to death is researched and presented. *Open to all majors. Offered spring semesters.*

SWK 393 **4 hours**
Junior Practicum (Field lab)
During the interterm of the junior year, students spend time in a social work setting learning how the agency functions, how professional social work practice is implemented, and how the professional interacts within the agency. This field lab provides the student the opportunity for observation and practice. *Prerequisites: SWK 200, 231, 351, and permission of the Social Work Department chair. Pass-fail only.*

SWK 441 **3 hours**
Human Behavior and the Social Environment
Focus on the life span approach to human behavior and development. Explores the interrelatedness of the biological, psychological, social, cultural, and environmental factors in human behavior and their relevance and application to social work practice. *Prerequisites: SOC 100, SWK 200, and PSY 200. Offered fall semesters.*

SWK 451 **3 hours**
Social Work Process and Practice III
The third course in the four-course generalist social work practice sequence. The social work problem-solving method is applied to the planned change process with communities and organizations. Emphasizes integration of policy, practice, and human behavior/social environment issues. The impact of racial and ethnic difference on community functioning is addressed, and practical applications are stressed. *Prerequisite: SWK 354. Offered fall semesters.*

SWK 452 **3 hours**
Advanced Social Work Practice
Last in the four-course sequence for developing generalist practice skills. The professional helping relationship and interview process are emphasized. Simulated client-worker situations provide opportunities to practice skills. Beginning-level professional writing skills are developed through documentation exercises. *Prerequisite: SWK 354. Offered fall semesters.*

SWK 480 **1-4 hours**
Seminar

SWK 490 **1-2 hours**
Honors

SWK 492 **12 hours**
Senior Practicum
A professional semester of supervised field practicum in a social work setting. 480 hours. *Prerequisite: completion of all required courses in the social work major. Offered spring semesters.*

IAS 493 **4 hours**
Senior Seminar

SOCIOLOGY

Chair, Assistant Professor Demmitt; Assistant Professor Bird

It is the goal of the Sociology Department to prepare students for graduate study and to enable them to participate as effective Christians in a variety of social settings ranging from the family and peer groups to churches and large multinational corporations.

Sociology concentrates attention upon the basic processes of social interaction which result in human personality and society. The behavior of humans in groups and organized systems such as the family, work, and government is studied. Sociology also looks at the way human behavior is regulated and standardized around major societal values as compared with biblical standards and values.

The bachelor of arts major in sociology consists of 33 course hours. SOC 100, 260, 361 and IAS 493 are required. SOC 393 is strongly recommended. PSY 321 also counts as a major course. Social work courses may not be counted toward the major in sociology. Sociology major requirements are deliberately set at a minimal number of hours to allow for double or parallel majors in career-related fields. These combinations are typical: sociology/communications, sociology/computer science, sociology/environmental science, sociology/systems, and sociology/religion.

A minor in sociology consists of 18 hours including SOC 100 or 210, SOC 361, and 12 hours of electives.

SOC 100 **3 hours**
Introduction to Sociology
A study of the principles and concepts of sociology in the context of present day social systems. Attention is given to major contemporary analyses of social events, processes, and institutions.

SOC 210 **3 hours**
Contemporary Social Problems
An introduction to the study of social problems from several perspectives. Problems in areas such as drug abuse, crime, education, and the family are examined in the light of basic principles of sociology.

SOC 222 **3 hours**
Community and Urban Affairs
Consideration of problems relating to community structure, development, and process beginning with a historical overview of the development of cities. Special emphasis is placed upon the interrelationships of various groupings within communities, particularly within the urban scene. A field trip to a major urban center provides "hands-on" learning.

SOC 260 **3 hours**
Introduction to Social Research Principles and Methods
A study of research methods focusing on various explanations of principles and processes inherent in the social system. Emphasis is upon the main social research methods used by modern scholars in social work and sociology. Includes statistics for social work and sociology. *Offered fall semesters.*

SOC 312 **3 hours**
Ethnic and Minority Issues
Investigation of the impact of ethnic and minority groups on the American culture with some comparison of the problems of ethnic and minority groups in cultures around the world.

SOC 320 **3 hours**
Human Relations in Organizations
The study of human relationships in organizations as they pertain to management theories, processes, and organizational systems and structures. Vertical, lateral, and diagonal relationships and planning techniques and strategies as well as techniques of systems intervention and problem solving are studied. *Offered spring semesters.*

SOC 342 **3 hours**
Crime and Juvenile Delinquency
An examination of schools of criminology, theories of crime and punishment, causes and costs of juvenile and adult delinquency, police detention, penal institutions, and modern treatment of juvenile and adult delinquents.

SOC 351 **3 hours**
Political Sociology
An examination of the sociological and social-psychological basis of politics and political behavior. Particular emphasis is given to politics as an expression of class conflict, the relationship of social power to political power, and the role of social norms as limitations on the political power of the state. *Offered fall semester of even years.*

SOC 352 **3 hours**
Cultural Anthropology
An introduction to some present-day preliterate and literate cultures. Social and cultural origins, primitive social control, the background of modern folkways and mores, and community and institutional life are studied. Designed for sociology majors and as an orientation course for those interested in missions.

SOC 360 **1-4 hours**
Independent Study

SOC 361 **3 hours**
History of Social Thought
Primary emphasis is placed upon the contributions of sociologists since the time of Comte. The writings and concepts of leading sociologists in both Europe and America are studied. *Offered fall semester of even years.*

SOC 370 **1-4 hours**
Selected Topics

SOC 381 **3 hours**
Human Sexuality and Family Systems
A study of the present state of family systems in America with an examination of the broader topic of human sexuality as a dynamic pattern of relationships both within and outside of the family. Some multicultural and transcultural variations and trends, sources of strain, and changes over the family life cycle are studied. Biblical principles of sexuality are examined.

SOC 393 **1-4 hours**
Practicum

SOC 490 **1-2 hours**
Honors

IAS 493 **4 hours**
Senior Seminar

SYSTEMS

See Computing and System Sciences.

THEATRE ARTS

See Communication Arts.

INTERAREA STUDIES

Two types of courses are included among these studies. The first set of courses is general in scope and exists apart from any single department. On transcripts and academic schedules these courses are identified with an IAS (Interarea Studies) prefix.

The second set of courses carries an interdisciplinary focus. These courses are directly related to more than one single department or academic field. The courses, and in some cases majors, are identified as broad curricular areas (humanities, natural sciences), as geographical area programs (America, Holy Land, Latin America, Middle East, Russia), or as special focus programs (Los Angeles Film Studies, Daystar University College in Kenya).

IAS 101 **1 hour**
New Student Orientation
An introduction to the Christian higher education philosophy of Taylor University by word and practice. This course includes small groups discussing study skills, personal growth and development, and academic advising. Also included is the working through of practical problems of adjustment to the Taylor community in the areas of behavioral standards, time management, interpersonal relationships, career planning, and spiritual growth. *Required of all new students and transfer students with 11 or fewer hours. Credit only.*

IAS 110 **3 hours**
Freshman Seminar
An introduction to the liberal arts, integration of faith and learning, and basic psychological information about human nature. In addition to large group lectures, the course includes small group discussion sessions led by faculty and staff. The discussion sessions further develop the themes for the course. The primary thrust is to use the central theme of human nature to introduce the student to basic areas of understanding which undergird the intellectual growth process at Taylor. *Required of all new students and transfer students with 30 or fewer hours. Offered fall semesters.*

IAS 120 **1 hour**
Introduction to International Ministry
An overview of the cross-cultural mission of the church is presented. The class is offered each fall in preparation for participation in cross-cultural ministry during January Interterm.

Students may register for no more than two hours credit from the following courses: IAS 180/280 (Verbal), IAS 180/280 (Math), IAS 290, and IAS 310.

IAS 180/280 **1 hour**
Applied Learning Techniques-Verbal
Emphasis on techniques for the improvement of study skills, listening and notetaking, reading and comprehension, and test taking skills. Drill and practice in English grammar and composition is written into the individualized student course work upon request of the English department. May be repeated one time. *Pass-fail only.*

IAS 180/280 **1 hour**
Applied Learning Techniques-Math
Emphasis on basic math (fractions, decimals, percents) and algebra. The course includes techniques of solving word problems in these areas. IAS 280 is individualized for the areas of math with which a student particularly needs help. May be repeated one time with a more individualistic approach. *Pass-fail only.*

IAS 220 **1-4 hours**
Honors
Lower level seminars available to students in the honors program and others by permission of the instructor.

IAS 252 **1 hour**
Developmental Processes in Leadership
Designed to provide theoretical foundations and experiential opportunities structured toward personal growth and organizational effectiveness. Strongly recommended for all students interested in on-campus leadership positions. *Offered spring semesters.*

IAS 290 **1 hour**
Speed Reading
Emphasis on speed reading techniques and effective comprehension. Meets twice a week for seven weeks. *Pass-fail only.*

IAS 320 **3 hours**
Cross-Cultural Outreach
IAS 120 is required for this month-long experience of ministry which meets the general education cross-cultural requirement. Additional practicums may be selected in philosophy/religion, Christian education, social work, elementary education, or church music during the field experience. *Offered interterms.*

IAS 352 **1 hour**
Student Development Seminar
Designed to provide instruction and study in topics relevant to specific student leadership positions on campus. *Prerequisite: IAS 252 and/or permission of instructors. Offered spring semesters.*

IAS 360 **1-4 hours**
Honors-Independent Study
Enrollment in this experience is restricted to students in the honors program.

IAS 440 **1 hour**
Advanced Test Preparation
General, subject, and individualized instruction of analytical, quantitative, and verbal advanced test materials such as the GRE, LSAT, GMAT, and MCAT.

General: The contents of the general GRE exam (verbal, quantitative, and analytical components) are reviewed. Six practice tests, each three hours long, are taken. Graduate school materials are obtained and applications are completed. May be taken concurrently with subject section. Grade only. *Offered fall semesters.*

Subject: The contents of the subject GRE exam for the discipline of interest are reviewed. Six practice tests, each three hours long, are taken. Graduate school materials are obtained and applications are completed. May be taken concurrently with general section. Grade only. *Offered fall semesters.*

Individualized: Review of materials of both quantitative and verbal in preparation for the passing of advanced tests (listed above). Meets twice a week for seven weeks. May not be taken concurrently with general and subject sections. Pass-fail only.

IAS 492 **1-4 hours**
Integrative Seminar
An interdepartmental, interdisciplinary seminar of an integrative nature utilizing readings and other media to communicate ideas. *Prerequisite: Permission of the instructors.*

IAS 493 **4 hours**
Senior Seminar
Integrates the central purposes of general education with the major area of study. Seniors meet together initially to study broad interdisciplinary issues relating to the development of a Christian world view and Christian stewardship (1 hour). Students then meet in departments to integrate Christian philosophical concerns with departmental concerns (3 hours). *Offered interterms.*

IAS 499 **1 hour**
Special Study
Upon recommendation of the major department chair, a student may petition for permission to serve as an instructional assistant in his/her major department. It is to be understood that the petition should be accompanied by a description of the student's duties and that the *approved* petition is to be presented to the Registrar's Office at the time of registration. *Prerequisites: Junior standing, overall GPA of at least 2.6, major GPA of at least 3.0, and permission of the vice president for academic affairs.*

HUMANITIES

The Humanities Area (HUM) includes curricular offerings in ancient languages, visual arts, communication arts, English, modern languages, music, religion, and philosophy.

HUM 230 **4 hours**
Art as Experience
Three one-hour lecture sessions are scheduled per week with the equivalent of one additional hour per week required for attendance at arts events. Written critiques on selected events are part of the course curriculum. Lecture sessions focus upon works from several art forms with the goal of developing students' perceptual skills. A major focus of this course is *experiencing* art. The interterm version of this course requires permission of instructor and early registration through the Music Department.

HUM 250 **1 hour**
Participation in the Arts
ART, CAT, or MUS participation to fulfill the participation in the arts requirement. Nonmusic majors may also take an ensemble or private lesson to fulfill this requirement. *Credit only.*

HUM 330 **4 hours**
Arts and Ideas
In four hours of lecture/discussion per week the evolution of western art through selected historical periods and places is traced. The emphasis is heavily historical, stressing learning *about* the artistic heritage and its context as well as *experiencing* art. The course is open to students of all majors but is particularly appropriate for literature, fine arts, history, and philosophy majors.

NATURAL SCIENCE

The Natural Science Area (NAS) includes curricular offerings in biology, chemistry, computing and system sciences, mathematics, and physics.

A major in natural science is designed for students participating in three-year preprofessional programs. Such programs include pre-engineering, premedicine, predentistry, and premedical technology. All Taylor graduation requirements are applicable, excepting PHI 413 and IAS 493, the minimum of 42 hours of upper-division credit, and the senior comprehensive examination. Normally, students will complete all applicable requirements, including a minimum of 96 hours, in the first three preprofessional years. A minimum of 40 hours must be taken in courses offered in the natural science area. These courses must be selected in accordance with the unique requirements of each preprofessional program. Schedules of specific course requirements should be obtained from the appropriate advisor designated in this catalog under the heading of the *Preprofessional Studies.*

Upon the satisfactory completion of one year of professional requirements at an approved accredited school, the student will be granted the baccalaureate degree by Taylor University.

NAS 240 **4 hours**
Introductory Statistics
A study of basic statistical methods for describing data, counting outcomes and probability, probability distributions, sampling distributions, confidence intervals, tests of hypotheses, linear regression, and correlation.

NAS 480
Natural Science Seminar
The integration of topics from contemporary science with an emphasis on recent research reports of interdisciplinary interest. Guest lecturers and faculty and student reports serve as the method of instruction.

GEOGRAPHICAL AREA (OFF-CAMPUS) PROGRAMS

American Studies Program (ASP)

Professor P. Loy, advisor

This semester program in Washington D.C. is offered through the Christian College Coalition.

ASP 300 **8 hours**
American Studies Seminar in Washington, D.C.
A series of three seminars permits a variety of approaches to public policy issues in American government and politics, thus giving participant students an opportunity to utilize the national capital's unique array of human and organizational resources. The seminars are organized into two five-week public policy units and one four-week foundations study unit. *Applicability to a major must be determined by the department.*

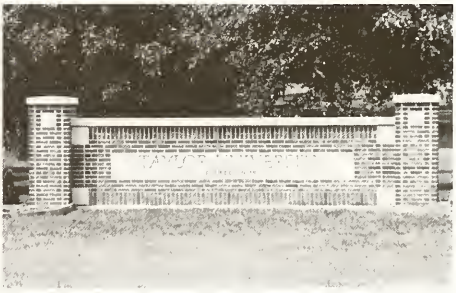
ASP 310 **8 hours**
American Studies Internship in Washington, D.C.
An internship experience for participants in the American Studies Program which challenges each student to integrate faith with practice in a professional setting. *Applicability to a major must be determined by the department.*

Holy Land Studies (IHL)

Professor Helyer, advisor

This semester program in Jerusalem is available to Taylor students through the Institute of Holy Land Studies.

IHL 300 **1-17 hours**
Holy Land Studies/Israel
Students enrolling in this semester-long program in Bible, geography, history, and archaeology will receive 1-17 hours of credit to be identified on the basis of courses selected when they enroll in the institute. *Applicability toward the major, general education, and cross-cultural requirements must be determined in advance by petition or course selection. Permission of the program director is required.*



Latin American Studies (LAS)

Professor Dixon, advisor

This semester program based in San Jose, Costa Rica, is offered through the Christian College Coalition. In addition to the language and seminars indicated by course listings, the Christian College Coalition offers an international business and marketing concentration and a tropical science and sustainability concentration.

LAS 300 **6 hours**
Latin American Studies Spanish Language Study
Students participating in the Latin American Studies Program study grammar, conversation, and literature in a Spanish class that is determined by the student's level of proficiency.

LAS 310 **6 hours**
Latin American Studies Seminar in Costa Rica
Two interdisciplinary seminar courses help students participating in the Latin American Studies Program learn about and appreciate the Latin American people. A greater understanding of the Latin culture is gained by studying the social, cultural, political, psychological, philosophical, theological, and economic currents that flow through Latin American society. *Applicability to a major must be determined in advance by a petition submitted to the department.*

LAS 393 **4 hours**
Latin American Studies Practicum in Costa Rica
Midway through a Latin American Studies Program students participate in a two-week hands-on service project (unless enrolled in the business or tropical science concentration).

Middle East Studies (MES)

Assistant Professor Kleist, advisor

This semester program is available in Cairo, Egypt, through the Christian College Coalition.

MES 100 **4 hours**
Introduction of Modern Standard Arabic
A course designed to help students gain an appreciation for the richness of Arabic and a desire to master the intricacies of the language. Emphasis is placed upon acquisition of a basic facility in one of the spoken Arabic dialects. Opportunities for application are included.

MES 310 **4 hours**
Peoples and Cultures of the Middle East
This course seeks to acquaint students with the enormous variety of peoples and cultures found in this area of the world. The Ancient Mesopotamian, Egyptian, Hebrew, and Arab cultures are explored as are the three monotheistic world religions.

MES 312 **4 hours**
Conflict and Change in the Middle East Today
A study of political, economic, and religious transformations that have occurred and are still occurring in the area. Special emphasis is given the Arab-Israeli conflict. The last two weeks are spent in the Holy Land to gain firsthand Jewish and Palestinian perspectives.

MES 322 **4 hours**
Islam in the Modern World
This course introduces students to the challenges and difficulties experienced by Muslims seeking to relate to and participate in the modern world. Also dealt with is the role of women in society and the enforcement of moral and ethical codes of conduct upon all resident populaces.

Russian Studies Program (RSP)

Professor Hoffmann, advisor

This semester program in Russia is offered through the Christian College Coalition.

RSP 100 **6 hours**
Introduction to the Russian Language
Designed for beginning and intermediate students in the Russian language, this course has as a starting requirement familiarity with the Cyrillic alphabet which may be achieved through study materials provided by the program. While the primary focus of the course is on conversational Russian, other goals include the equipping of students to be comfortable with basic reading and writing in Russian. Times of total immersion in the language equip students to converse in Russian both in and out of the classroom. Contact with Russian students, particularly in Nizhni Novgorod, facilitates language acquisition.

RSP 310 **4 hours**
Russian History and Culture
Using the resources of Moscow, St. Petersburg, and Nizhni Novgorod, students are introduced to 19th and 20th century Russia. This five-week course combines lectures with excursions to significant sites. After the first two weeks in Moscow and the cities of the "Golden Ring," the course is continued for three additional weeks in Nizhni Novgorod, the major city of the Volga Region. The seminar is designed and taught by the program director and uses guest lectures by Russian experts.

RSP 311 **4 hours**
Post-Communist Russia in Transition
After a foundation is laid through the first seminar, students at midsemester focus on contemporary Russia and her struggle with rebuilding society following the collapse of Communism. This five-week course also combines lectures with excursions to significant sites and briefings by public policy representatives. The course begins in Nizhni Novgorod where students are introduced to the complexities of economic transition from a centrally planned to a free market economy. They study efforts to build democratic institutions in Russia and analzye the role of Russia's churches. The concluding three weeks of classes are in St. Petersburg where students meet with Russian leaders from the worlds of business, politics, education and religion.

RSP 393 **2 hours**
Practicum
The hands-on service project experience occurs during weeks 13-15 of the semester after the students have developed sufficient facility in the Russian language. Students are required to spend eight hours per day working as interns in various community projects, church organizations, business enterprises, or schools in St. Petersburg.

SPECIAL FOCUS PROGRAMS

Daystar University College, Kenya

The Christian College Consortium offers selected Consortium students the opportunity to spend a semester at Daystar University College in Nairobi, Kenya. Up to sixteen hours of academic credit may be earned while immersed in the radically different culture of East Africa. *Applicability to a major must be determined by the department.*

Los Angeles Film Studies Center (LAFSC)

The Los Angeles Film Studies Center is a semester program of the Christian College Coalition. Students explore career interests in the Hollywood film industry while earning sixteen hours of academic credit. Three courses (Inside Hollywood, Film in Culture, and Introduction to Filmmaking) are offered in addition to an internship. *Applicability toward the major must be determined by the department.*

Liberal Arts — Associate Arts Degree

The associate of arts degree in the liberal arts is offered for students who desire a two-year program that emphasizes a breadth of knowledge. It is not to be awarded with a BA or BS degree.

A 43 credit hour core of courses from a variety of academic disciplines is combined with 14 credit hours from the student's choice of area of concentration and seven credit hours of electives to total 64 credit hours. Core requirements include BIB 110 and 210, ENG 110, HPR 100 and 200, HUM 230, REL 313, IAS 101, IAS 110, one communications course, one computer literacy course, one literature course, one science course, one history course, one social science course, and one cross-cultural course. The area of concentration (or a combination of related areas if sufficient offerings are not available in one selected field of study) excludes areas that offer separate AA degrees (business administration, education, and computing and system sciences) and must be approved by the director of general education.

PREPROFESSIONAL STUDIES

Liberal arts education emphasizes the learning for all students who would grow into mature persons and citizens of a democratic society. The liberal arts also comprise basic preparation for the various professions and vocations. Taylor University offers preprofessional programs in several areas, some of which are affiliation programs with other universities.

Pre-Engineering Program

Assistant Professor Smith, advisor

A student desiring both a baccalaureate level engineering career and a Taylor degree may complete the designated on-campus requirements for the Taylor degree in three years. Engineering requirements may then be completed in two or three years after transferring to any approved accredited engineering school. On satisfactory completion of the first year of study at the engineering school, the student who successfully follows the schedule of courses suggested will be granted a bachelor of science degree with a major in natural science/systems by Taylor University. Alternatively, a pre-engineering student may elect to earn the bachelor of

arts degree with a natural science major by substituting a foreign language requirement for the core of courses in systems analysis.

Prelaw Program

Professor P. Loy, advisor

The best preparation for graduate training in the field of law is a regular four-year college course leading to the bachelor of arts degree. The major, chosen in consultation with the prelaw advisor, should be one which enhances reading, writing, and analytical skills.

As a supplement to the major, students may opt for a prelaw minor. The 17-hour prelaw minor consists of the following courses: BUA 311, CAS 331, POS 372, PRL 441, and PRL 442. Normally, the courses will be taken during the junior or senior years. If, however, the student plans to participate in an off-campus program such as the American Studies Program, it may be necessary to take one or two of the courses during the sophomore year. Students should consult with their academic advisor or the prelaw advisor about the best time to take the prelaw courses.

PRL 441 **3 hours**
Legal Studies
Designed for those who expect to attend law school. Students gain experience with the writing, reading, and critical thought levels expected of all law students. The course is taught by an attorney.

PRL 442 **3 hours**
Legal Thought
An overview of ancient, modern and contemporary theories of the law. The course explores the nature of law and its relationship to politics, morality, and ethics. (Consent of instructor is required of all students who have not taken BUS 311 or POS 372.)

Premaster of Business Administration Program

Professor Gortner, advisor

The following advisement program allows Taylor University students to use electives and required courses which lead to a bachelor's degree (in nearly any field offered by Taylor) as preparation for completing the master of business administration in one further year at Ball State University. Interested students should discuss this program with their advisor and should notify the chair of the Business, Accounting, and Economics Department at Taylor of their intent. The student must also formally apply to Ball State University. Preparation must include the courses below, an overall GPA of at least 2.6, and GMAT scores high enough to produce a score of 1,000 when added to the product of the GPA multiplied by 200.

Required courses include COS 110 or 120; MAT 140 or 151; ECO 211 and 212; NAS 240; ACC 241 and 242; BUA 231, 311, 352, and 361.

Premedical Program

Professor Burkholder, advisor (biology); Professor Kroll, advisor (chemistry)

Students interested in the premedical curriculum should ask their advisor for the catalog on medical school admissions requirements sometime during their sophomore year. It is important to meet the specific entrance requirements of the medical school(s) chosen. Maintaining at least a B+ average and scoring well on the MCAT test (usually taken in the spring of the junior year) are common prerequisites for acceptance to a medical school. Help is available toward preparing for the MCAT examinations.

Medical college admissions committees today are not specific about the choice of undergraduate major (most prefer a major in the arts or sciences) as long as the entrance requirements for their particular medical school have been met.

A biology premedical major requires 36 hours of biology including BIO 101, 103, 104, 203, and 204; four courses from BIO 241 or 352, 242 or 331, 312, 332, and 362; one to four hours of BIO 393; CHE 201, 202, 311, and 312; PHY 211 and 212; and at least one semester of mathematics (MAT 130 or a higher level).

A chemistry premedical major requires 36 hours of chemistry including CHE 201, 202, 301, 302, 311, 312, and 431, and IAS 493.

Premedical Technology Program

Associate Professor Hammond, advisor

The medical technologist serves as a vital part of the hospital medical team, performing the laboratory tests that lead to successful diagnosis of illness. Taylor University maintains affiliations with six regional hospitals for students wishing to pursue a bachelor of science degree in medical technology: Ball Memorial Hospital, Muncie; The Lutheran Hospital, Ft. Wayne; Methodist Hospital of Indiana, Indianapolis; Parkview Memorial Hospital, Ft. Wayne; St. Joseph Hospital, Ft. Wayne; and St. Joseph Hospital, Kokomo.

The National Accrediting Agency for Clinical Laboratory Sciences requires three years of college work as minimum preprofessional preparation. The student must complete a minimum of 96 credit hours at Taylor including all general education requirements except PHI 413 and IAS 493. Following a student's completion of this program at Taylor University and after satisfactory performance of preparatory courses specified by the hospital program of choice (usually an additional year or more), a bachelor of science degree will be granted. The student is then eligible to take a national certifying examination. Upon successfully passing the certification examination, he/she will be certified as a registered medical technologist or its equivalent.

Electives should be selected in the natural sciences to enhance acceptance into a medical technology program.

Pretheological Program

Department of Biblical Studies, Christian Education, and Philosophy faculty, advisors

Students who plan theological seminary study should correspond at the very earliest opportunity with the school or schools to which they intend to apply and also with the appropriate church authorities to determine the best preparation for the specific program to which entrance is desired.

Taylor University seeks to provide pretheological students with the cultural and intellectual foundations essential to their graduate study and ministry. Significant emphasis is placed upon these tools of the educated person:

1.The ability to write and speak English clearly and correctly. The cultivation of writing and speaking skills should be evident throughout the undergraduate program.

2. The ability to think clearly. This ability is built through courses in philosophy and logic, by use of the scientific method, and by dealing with critical problems as revealed in history and literature.

3.The ability to read at least one foreign language.

The undergraduate program of Taylor University men and women anticipating seminary study should encompass the world of ideas, the world of nature, and the world of human affairs. A significant foundation in biblical studies often enables the bypassing of some introductory courses in seminary. The really significant principle underlying the pattern of courses is not that of earning so many hours and meeting minimum requirements but that of making the most of opportunities for acquiring the breadth of knowledge resulting in a sense of achievement and enhanced skill in human relationships.

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Robert Gortner
Associate Dean and Chair, Business, Accounting, and Economics Department

Division of Education

Stephen Bedi
Associate Dean

Stephen Bedi
Chair, Education Department

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Chair, Department of Health, Physical Education, and Recreation

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William Fry
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Paul House
Chair, Biblical Studies, Christian Education, and Philosophy Department

Janet Loy
Chair, Modern Languages Department

Division of Natural Sciences

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Associate Dean

Stanley Burden
Chair, Chemistry Department

Timothy Burkholder
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FACULTY

Faculty of Instruction

The year appearing immediately after each name indicates the first year of full-time service at Taylor.

H. Leon Adkison, 1974.
Professor of Systems. BS, Texas Christian, 1964; MS, Texas Christian, 1968; PhD., Texas Christian, 1970.

Beulah P. Baker, 1979.
Professor of English. BA, Spring Arbor College, 1967; MA, Michigan State University, 1969; PhD, Michigan State University, 1976.

Eleanor A. Barrick, 1990.
Associate Professor of Modern Languages. BA, Texas Tech University, 1961; MA, Texas Tech University, 1966; PhD, University of Illinois, 1971.

Stephen S. Bedi, 1991.
Associate Professor of Education. BS, Taylor University, 1965; MEd, University of Maryland, 1970; EdD, George Washington University, 1982.

Ronald M. Benbow, 1987.
Assistant Professor of Mathematics. BA, Marion College, 1973; MAE, Ball State University, 1977; additional graduate studies, Indiana University.

Robert P. Benjamin, 1979.
Associate Professor of Accounting. BSBA, Bowling Green State University, 1962; MBA, University of Michigan, 1964; MAcc, Florida State University, 1974.

Christopher P. Bennett, 1989.
Associate Professor of Business. BS, University of Oregon, 1971; MBA, University of California at Los Angeles, 1974; additional graduate studies, United States International University.

Steven P. Bird, 1993.
Assistant Professor of Sociology. BS, Boise State, 1986; MA, University of Washington, 1990; PhD, Purdue University, 1993.

Steven G. Brooks, 1993.
Assistant Professor of Health, Physical Education, and Recreation. BA, Taylor University, 1980; MA, Indiana Wesleyan University, 1986; MA, Ball State University, 1992.

Stanley L. Burden, 1966.
Professor of Chemistry. BS, Taylor University, 1961; PhD, Indiana University, 1966.

Timothy J. Burkholder, 1970.
Professor of Biology. BA, Taylor University, 1963; MS, The Ohio State University, 1965; PhD, The Ohio State University, 1970.

Joe Burnworth, 1969.
Professor of Education. BS, Ball State University, 1960; MA, Ball State University, 1964; EdD, Ball State University, 1978.

Faye E. Chechowich, 1989.
Assistant Professor of Christian Education. BA, Taylor University, 1974; MRE, Trinity Evangelical Divinity School, 1988; additional graduate studies, Indiana University.

James G. Coe, 1983.
Associate Professor of Business. BS, Indiana University, 1972; MS, National College of Education, 1981; doctoral candidate, Oxford University.

Mark D. Colgan, 1992.
Assistant Professor of Mathematics. BA, Anderson University, 1985; MA, Indiana University, 1988; PhD, Indiana University, 1991.

Dana L. Collins, 1992.
Assistant Professor of Music. BM, University of Toronto, 1976; MM, California State, 1980; additional graduate studies, Indiana University.

Ronald S. Collymore, 1991.
Assistant Professor of Biblical Studies. BA, Tennessee Temple University, 1984; MA, Covenant Theological Seminary, 1986.

Winfried Corduan, 1977.
Professor of Philosophy and Religion. BS, University of Maryland, 1970; MA, Trinity Evangelical Divinity School, 1973; PhD, Rice University, 1977.

Mark P. Cosgrove, 1976.
Professor of Psychology. BA, Creighton University, 1969; MS, Purdue University, 1971; PhD, Purdue University, 1973.

L. Angela Cox, 1992.
Instructor of Health, Physical Education, and Recreation. BS, Ball State University, 1983; MA, Ball State University, 1988.

Barbara E. Davenport, 1993.
Registrar and Instructor. BA, Taylor University, 1988; MA, Ball State University, 1989.

Nancy C. Dayton, 1988.
Assistant Professor of English. BA, Indiana Wesleyan University, 1985; MA, Indiana University, 1987; additional graduate studies, Miami University.

Kevin P. Demmitt, 1991.
Assistant Professor of Sociology. BA equiv., Oregon Bible College, 1983; MA, Arizona State University, 1986; PhD, Purdue University, 1990.

Barbara C. Dickey, 1961.
Professor of Music. BA, Asbury College, 1957; MM, University of Michigan, 1961; DME, Indiana University, 1978.

David C. Dickey, 1972.
Associate Professor of Library. BA, Taylor University, 1965; MS, Western Michigan University, 1967; additional graduate studies, Indiana University.

Timothy C. Diller, 1981.
Professor of Computing and System Sciences. BA, Taylor University, 1962; MDiv, Fuller Theological Seminary, 1965; MA, University of California at Los Angeles, 1967; PhD, University of California at Los Angeles, 1971.

Richard Dixon, 1982.
Professor of Modern Languages. BA, Wheaton College, 1967; MA, University of Wisconsin, 1969; EdD, Ball State University, 1988.

Theodore M. Dorman, 1988.
Associate Professor of Biblical Studies. BA, Lewis and Clark College, 1969; MDiv, Fuller Seminary, 1973; PhD, Fuller Seminary, 1983.

Lee E. Erickson, 1979.
Professor of Economics. BA, University of Washington, 1968; MA, University of Washington, 1970; PhD, University of Michigan, 1974.

William A. Fry, 1978.
Professor of English. Dipl., Nyack College, 1953; BA, Wheaton College, 1955; MA, Columbia University, 1966; PhD, Columbia University, 1973.

Robert V. Gortner, 1980.
Professor of Business. BS, Drexel University, 1952; MBA, Drexel University, 1962.

Daniel G. Hammond, 1981.
Associate Professor of Chemistry. BA, Bethel College (IN), 1973; PhD, Wayne State University, 1981.

Paul M. Harms, 1971.
Associate Professor of Mathematics. BA, Bethel College (KS), 1956; MS, Iowa State University, 1958; PhD, University of Missouri at Rolla, 1971.

Cathy J. Harner, 1992.
Assistant Professor of Social Work. BS, Philadelphia College of Bible, 1978; MSW, Indiana University, 1984; PhD, University of Illinois, 1991.

Albert D. Harrison, 1978.
Professor of Music. BM, Virginia Commonwealth University, 1973; MS, University of Illinois, 1978; EdD, University of Illinois, 1986.

Barbara A. Heavilin, 1991.
Associate Professor of English. BA, Marion College, 1954; MA, Virginia Polytechnic Institute and State University, 1967; PhD, Ball State University, 1984.

Eric R. Hedin, 1993.
Assistant Professor of Physics. BS, Seattle Pacific University, 1980; MS, University of Washington, 1982; PhD, University of Washington, 1986.

Larry R. Helyer, 179.
Professor of Biblical Studies. BA, Biola College, 1965; MDiv, Western Conservative Baptist Seminary, 1968; PhD, Fuller Theological Seminary, 1979.

David D. Hess, 1967.
Associate Professor of Education. BS, Taylor University, 1959; MA, Ball State University, 1965; additional graduate studies, Indiana University.

William A. Heth, 1987.
Associate Professor of Biblical Studies. BA, University of Michigan, 1974; ThM, Dallas Theological Seminary, 1982; ThD, Dallas Theological Seminary, 1986.

Richard A. Hill, 1993.
Assistant Professor of English. BA, University of California, 1987; MFA, University of Iowa Writers Workshop, 1989; PhD, University of Southwestern Louisiana, 1994.

Gerald L. Hodson, 1967.
Associate Professor of Art. BS, Ball State University, 1959; MA, Ball State University, 1962.

M. Jane Hodson, 1966.
Associate Professor of Education. BS, Taylor University, 1958; MS, University of Cincinnati, 1963; additional graduate studies, Ball State University.

Stephen P. Hoffmann, 1976, 1981.
Professor of Political Science. BA, Rutgers University, 1968; PhD, Princeton University, 1976.

Paul R. House, 1986.
Associate Professor of Biblical Studies. BA, Southwest Baptist University, 1979; MA, University of Missouri, 1980; MDiv, Southern Baptist Theological Seminary, 1983; PhD, Southern Baptist Theological Seminary, 1986.

Bonnie J. Houser, 1993.
Archivist/Librarian and Instructor. BA, Taylor University, 1992; graduate studies, The University of Michigan.

Oliver F. Hubbard, Jr., 1976.
Professor of Communication Arts. BA, Asbury College, 1968; MA, University of Kentucky, 1972; PhD, Kent State University, 1980.

Dale M. Jackson, 1966.
Professor of Communication Arts. BA, Asbury College, 1962; MA, Ball State University, 1968; PhD, Indiana University, 1974.

Roger L. Jenkinson, 1965.
Professor of Geography. BS, Taylor University, 1960; MA, Ball State University, 1962; EdD, Oklahoma State University, 1974.

Dwight Jessup, 1993.
Vice President for Academic Affairs and Dean of the University and Professor of History and Political Science. BA, Bethel College (MN), 1960; MA, University of Minnesota, 1965; PhD, University of Minnesota, 1978.

Thomas G. Jones, 1988.
Assistant Professor of History. BA, Taylor University, 1971; MA, Notre Dame, 1976; additional graduate studies, Ball State University.

Lon D. Kaufmann, 1992.
Assistant Professor of Art. BA, Seattle Pacific College, 1973; MA, University of Iowa, 1989, MFA, University of Iowa, 1991.

William A. Kauth, 1990.
Assistant Professor of Heath, Physical Education, and Recreation. BS, Illinois State University, 1989; MS, Illinois State University, 1990; additional graduate studies, Ball State University.

Jay Kesler, 1985.
President and Professor. BA, Taylor University, 1958; LHD, Taylor University, 1982; DD, Asbury Theological Seminary, 1984; HHD, Huntington College, 1983; DD, Barrington College, 1977; LHD, John Brown University, 1987.

Charles B. Kirkpatrick, 1979.
Associate Professor of Communication Arts. BA, Asbury College, 1961; MS, Indiana University, 1974; PhD, Indiana University, 1985.

Patricia E. Kirkpatrick, 1982.
Associate Professor/Learning Support Center. BS, Bethel College (IN), 1963; MS, Indiana University, 1974; additional graduate studies, Ball State University.

James H. Kleist, 1990.
Assistant Professor/Educational Technology Center. BA, Arizona State University, 1965; MA, Arizona State University, 1975.

William R. Klinger, 1989.
Professor of Mathematics. BS, Taylor University, 1961; MSc, The Ohio State University, 1967; PhD, The Ohio State University, 1973.

Tena M. Krause, 1989.
Assistant Professor of Health, Physical Education, and Recreation. BS, Greenville College, 1980; MS, Eastern Illinois University, 1988; additional graduate studies, Eastern Illinois University and Ball state University.

Philip K. Kroeker, 1963.
Professor of Music. BM, Westminster Choir College, 1958; MM, Westminster Choir College, 1959; PhD, Indiana University, 1963.

LeRoy C. Kroll, 1979.
Professor of Chemistry. BA, Lafayette College, 1969; PhD, Michigan State University, 1974.

James B. Law, 1982.
Associate Professor of Health, Physical Education, and Recreation. BA, Indiana University, 1959; MA, Ball State University, 1967.

Twyla F. Lee, 1993. Assistant Professor of Social Work. BA, Bethel College (MN), 1974; MSW, Washington University, 1976.

Janet C. Loy, 1971.
Assistant Professor of Modern Languages. BA, Indiana University, 1965; MAT, Indiana University, 1969; additional graduate studies, Indiana University.

R. Philip Loy, 1964.
Professor of Political Science. BA, Taylor University, 1962; MA, Indiana University, 1964; additional graduate studies, Indiana University.

Joe W. Lund, 1973.
Professor of Psychology. BA, Grace College, 1972; MA, Ball State University, 1973; PhD, Indiana University, 1981.

Vance E. Maloney, 1981.
Associate Professor of Psychology. BA, Cedarville College, 1979; MA, Ball State University, 1981; PhD, Ball State University, 1989.

Billie J. Manor, 1980.
Associate Professor/Learning Support Center. BS, Ball State University, 1972; MA, Ball State University, 1976.

Elizabeth B. Messer, 1988.
Associate Professor of Modern Languages. BA, Trinity College, 1978; MA, Florida State University, 1984; PhD, Florida State University, 1986.

Stephen C. Messer, 1990.
Associate Professor of History. BA, Trinity College, 1977; MA, Florida State University, 1982; MS, Florida State University, 1984; PhD, Florida State University, 1987.

Hadley T. Mitchell, 1993.
Assistant Professor of Economics. BA, Houghton College, 1969; MBA, University of Colorado, 1975; MAR, Westminister Theological Seminary, 1980; MA, Villanova University, 1983; PhD, University of Tennessee, 1993.

Judith A. Mitchell, 1989.
Instructor of English. BS, Nyack College, 1964; MEd, University of Georgia, 1987.

Craig W. Moore, 1979.
Associate Professor of Art. BS, Taylor University, 1971; MA, Ball State University, 1975.

John M. Moore, 1992.
Assistant Professor of Biology. BS, Taylor University, 1972; MA, Ball State University, 1978; EdD, Ball State University, 1988.

Rebecca S. Moore, 1990.
Assistant to the Dean of the University and Instructor of Education. BS, Taylor University, 1966; MA, Ball State University, 1973.

Kimberly Moore-Jumonville, 1992.
Assistant Professor of English. BA, Seattle Pacific University, 1981; MPhil, Drew University, 1986; PhD, Drew University, 1991.

Gary C. Newton, 1985.
Associate Professor of Christian Education. BA, Houghton College, 1973; MA, Trinity Evangelical School, 1977; EdD, Trinity Evangelical School, 1986.

Richard A. Parker, 1974.
Professor of Music. BS, Wittenberg University, 1966; MA, The Ohio State University, 1970; PhD, The Ohio State University, 1974.

Paul W. Patterson, 1979.
Associate Professor of Health, Phsical Education, and Recreation. BS, Hanover College, 1964; MS, Central Missouri State, 1965; additional graduate studies, Morehead State University.

Roger W. Phillips, 1982.
Associate Professor of Library. BIE, General Motors Institute, 1967; MDiv, Trinity Evangelical Divinity School, 1970; MLS, Emporia State University, 1976.

Robert D. Pitts, 1973.
Professor of Biblical Studies. BA, Greenville College, 1955; MDiv, Northern Baptist Theological Seminary, 1958; MA, University of Michigan, 1964; EdD, Indiana University, 1969.

Janice L. Pletcher, 1992.
Assistant Professor of Communication Arts. BS, Ball State University, 1974; MA, Ball State University, 1976.

William C. Ringenberg, 1967.
Professor of History. BS, Taylor University, 1961; MAT, Indiana University, 1964; PhD, Michigan State University, 1970.

Helen E. Rogers, 1976.
Assistant Professor of Education. BS, Ball State University, 1969; MA, Ball State University, 1975.

Joe W. Romine, 1972, 1981.
Professor of Health, Physical Education, and Recreation. BS, Taylor University, 1970; MA, Ball State University, 1976; EdD, Ball State University, 1986.

R. Waldo Roth, 1967.
Professor of Computing and System Sciences. BS, Taylor University, 1959; MA, Ball State University, 1962; additional graduate studies, The Ohio State University.

Roger W. Roth, 1965.
Associate Professor of Physics. BA, Taylor University, 1962; MS, Cornell University, 1966.

Paul E. Rothrock, 1981.
Professor of Biology and Environmental Science. BA, Rutgers University, 1970; MS, Pennsylvania State University, 1973; PhD, Pennsylvania State University, 1976.

Larry W. Rottmeyer, 1992.
Associate Professor of Marketing. BS, Taylor University, 1978; MBA, Ball State University, 1980; PhD, University of Arkansas, 1990.

Jessica L. Rousselow, 1967.
Professor of Communication Arts. BA, Northwestern College, 1962; MA, University of Minnesota, 1965; PhD, University of Minnesota, 1980.

Beverly A. Sollenberger Schemmer, 1992.
Associate Professor of Education. BS, Anderson University, 1966; MST, University of Wisconsin, 1975; EdD, Ball State University, 1985.

Richard A. Seaman, 1989.
Assistant Professor of Business. BS, Taylor University, 1978; MBA, Ball State University, 1988.

Frederick B. Shulze, 1970.
Professor of Music. BMus, Wheaton College, 1957; MMus, Northwestern University, 1963; DMA, University of Washington, 1970.

Ronald M. Sloan, 1981.
Professor of Music. BM, University of Toledo, 1976; MM, University of Louisville, 1978; DMA, University of Arizona, 1980.

Daniel P. Smith, 1992.
Assistant Professor/Director of Laboratories. BA, Taylor University, 1964; MAT, Washington University, 1969; additional graduate studies, Washington University.

Stephen J. Snyder, 1982.
Associate Professor of Psychology. BA, Cedarville College, 1980; MA, Trinity Evangelical Divinity School, 1982; PhD, Indiana University, 1991.

James S. Spiegel, 1993.
Assistant Professor of Philosophy and Religion. BS, Belhaven College, 1985; MA, University of Southern Mississippi, 1988; PhD, Michigan State University, 1993.

E. Richard Squiers, 1976.
Professor of Biology and Environmental Science. BA, State University of New York at Binghamton, 1970; MS, Rutgers University, 1973; PhD, Ohio University, 1976.

Kenneth D. Swan, 1968.
Professor of English. BA, Olivet Nazarene University, 1960; MA, Ball State University, 1964; PhD, Ball State University, 1974.

Kirk A. Talley, 1992.
Assistant Professor of Health, Physical Education, and Recreation. BA, Pacific Lutheran, 1983; MA, Miami University (OH), 1987.

Donald L. Taylor, 1991.
Associate Professor of Health, Physical Education, and Recreation. BS, Lock Haven University, 1972; MS, Springfield College, 1979; EdD, Penn State University, 1992.

William E. Toll, 1990.
Associate Professor of Computing and System Sciences. BA, Taylor University, 1971; MS, Purdue University, 1975; MS, University of Kentucky, 1989; additional graduate studies, University of Kentucky.

Marilyn A. Walker, 1966.
Associate Professor of Communication Arts. BS, Ball State University, 1955; MA, Indiana University, 1958.

John W. Wallace, 1977.
Associate Professor of Social Work. BA, Asbury College, 1955; MSW, University of Pittsburg, 1965; additional graduate studies, Trinity Seminary and University of Michigan.

Colleen A. Warren, 1992.
Assistant Professor of English. BA, Olivet Nazarene University, 1981; MA, University of Florida, 1987; PhD, University of Florida, 1992.

Lois A. Weed, 1953.
Associate Professor of Library. BA, Taylor University, 1951; MLS, University of Kentucky, 1958.

R. Edwin Welch, 1992.
Coordinator of Academic Support Services and Assistant Professor. BS, Marion College, 1985; MS, Indiana University, 1991; additional graduate studies, Indiana University.

Andrew P. Whipple, 1984.
Professor of Biology. BS, The Ohio State University, 1971; MS, State University of New York at Albany, 1974; PhD, State University of New York at Albany, 1979.

Arthur J. White, 1984.
Associate Professor of Computing and System Sciences. BS, Christian Heritage College, 1979; MS, Ball State University, 1981; MA, Ball State University, 1984; EdD, Ball State University, 1984.

J. William Wiley, 1989.
Assistant Professor of Computing and System Sciences. BA, Taylor University, 1964; MEd, Wayne State University, 1967.

Patricia M. Wilson, 1992.
Associate Professor of Education. BA, Wheaton College, 1964; MA, Michigan State University, 1977; PhD, Michigan State University, 1983.

Alan H. Winquist, 1974.
Professor of History. BA, Wheaton College, 1964; MAT, Northwestern University, 1965; PhD, New York University, 1976.

Larry E. Winterholter, 1979.
Associate Professor of Health, Physical Education, and Recreation. BS, Taylor University, 1964; MS, Illinois State University, 1965; additional graduate studies, University of Illinois and Ball State University.

Laurie J. Wolcott, 1983.
Technical Services Librarian and Associate Professor. BS, Taylor University, 1980; MLS, Ball State University, 1984; MA, Christian Theological Seminary/Butler University, 1993.

Daryl R. Yost, 1983.
Provost/Executive Vice President and Professor of Education. BS, Manchester College, 1958; MA, Ball State University, 1962; EdD, Ball State University, 1969.

Other Faculty

Denise A. Bakerink, 1988.
Associate Dean of Students/Director of Housing and Assistant Professor. BS, Houghton College, 1983; MS, Buffalo State University, 1986.

Stephen Beers, 1992.
Director of Evangelism and Instructor. BA, Taylor University, 1982; ASP, Moody Bible Institute, 1984; MS, Wright State University, 1986.

Thomas G. Beers, 1969.
Associate Vice President for Development/Campaign Director. AA, North Park College, 1953; BS, Taylor University, 1955; MEd, American University, 1965.

Walter E. Campbell, 1969.
Associate Vice President for Student Development, Dean of Students and Assistant Professor. BS, Taylor University, 1964; MA, Ball State University, 1968.

Kimberly F. Case, 1988.
Residence Hall Director and Assistant Professor. BA, Asbury College, 1982; MAR, Asbury Theological Seminary, 1984.

Eric S. Codding, 1993.
Residence Hall Director and Instructor. BA, Wheaton College, 1990; MA, Wheaton College Graduate School, 1993.

Charles D. Gifford, 1990.
Campus Pastor/Associate Dean of Students and Associate Professor. BA, Taylor University, 1969; MDiv, Denver Seminary, 1972; DMin, Denver Seminary, 1979; additional graduate studies, Ball State University.

George A. Glass, 1960.
Associate Vice President for Alumni Relations and Associate Professor. BS, Taylor University, 1958; MA, Ball State University, 1961; additional graduate studies, Ball State University.

Timothy W. Herrmann, 1978.
Associate Dean of Students/Director of Residence Life and Assistant Professor. BA, Taylor University, 1975; MA, The Ohio State University, 1977.

Charles R. Jaggers, 1972.
Vice President for University Relations and Assistant Professor. BA, Taylor University, 1969; MA, Ball State University, 1972; EdD, Ball State University, 1985.

Lynda S. Kline, 1991.
Residence Hall Director and Instructor. BS, Huntington College, 1986; ASP, Moody Bible Institute, 1987; MA, Ball State University, 1991.

Wynn A. Lembright, 1983.
Vice President for Student Development and Services and Assistant Professor. BS, Toledo University, 1964; MDiv, Asbury Seminary, 1970; ThM, Princeton Theological Seminary, 1972.

J. Lawrence Mealy, 1988.
Associate Dean of Students, Director of Career/Leadership Development and Assistant Professor. BA, Marion College, 1970; MAR, Asbury Theological Seminary, 1975; additional graduate studies, Oklahoma State University.

Carol Mott, 1994.
Director of Counseling Center and Instructor. BA, Wheaton College, 1971; MA, Ball State University, 1987.

Erick B. Mowery, 1991.
Residence Hall Director and Instructor. BS, Indiana Wesleyan University, 1986; MEd, University of North Carolina at Greensboro, 1991.

Timothy A. Nace, 1987.
Director of Financial Aid and Assistant Professor. BA, Houghton College, 1979; MS, State University of New York College at Buffalo, 1981.

Mary G. Rayburn, 1991.
Director of Student Ministries and Instructor. BA, Furman University, 1982; MDiv, Southern Baptist Theological Seminary, 1986.

Robert M. Sisson, 1987.
Director of Student Programs and Instructor. BA, Taylor University, 1986; graduate studies, Ball State University.

Emeriti Faculty

Ray E. Bullock
Professor of Art, 1966-1991

Hazel E. Carruth
Professor of English, 1946-1978

Mildred S. Chapman
Professor of Education, 1956-1961, 1975-1991

Edward E. Dinse
Associate Professor of English, 1970-1992
Frances W. Ewbank
Professor of English, 1964-1982

William Ewbank
Professor of Mathematics, 1964-1987

George E. Fenstermacher
Professor of Violin, English and German, 1919-1944

Robert J. Freese
Associate Professor of Education, 1958-1963, 1971-1992

Richard W. Gates
Associate Professor of Health, Physical Education and Recreation, 1969-1991

Carl E. Gongwer
Associate Professor of Spanish, 1966-1988

George W. Harrison
Professor of Biology, 1978-1994

Dale E. Heath
Professor of Ancient Language and History, 1961-1988

Alice K. Holcombe
Associate Professor of Library, 1946-1950, 1952-1983

Gordon M. Krueger
Professor of Chemistry, 1955-1979

Herbert G. Lee
Professor of English, 1955-1975

Jennie A. Lee
Professor of Education, 1951-1975

Fred Luthy
Professor of Religion, 1955-1987

Dwight L. Mikkelson
Professor of History, 1968-1993

David L. Neuhouser
Professor of Mathematics, 1971-1993

Elmer N. Nussbaum
Professor of Physics, 1949-1953, 1957-1962, 1963-1985

E. Herbert Nygren
Professor of Religion, 1969-1991

Don J. Odle
Professor of Physical Education, 1947-1979

Elisabeth Poe
Professor of Biology, 1953-1983

Carl W. Rice
Professor of Education, 1969-1985

Frank W. Roye
Professor of Sociology, 1955-1982

Harold Z. Snyder
Professor of Biology, 1962-1985

Hilda L. Steyer
Associate Professor of Music, 1954-1984

Dale E. Wenger
Associate Professor of Mathematics, 1963-1989

Charles R. Wilson
Professor of Religion and Philosophy, 1965-1983

Robert C. Wolfe
Associate Professor of Physics, 1962-1993

Daniel Yutzy
Professor of Sociology, 1976-1993

Contract Personnel

LaGatha Adkison
Assistant Registrar

Douglas Anderson
Programmer/Analyst

Jackie Armstrong
Computer Support Specialist

David Askeland
Residence Hall Director

Rich Bailey
Manager of Network Services

Kim Barnett-Johnson
Coordinator of Ethnic Student Recruitment Programs and Retention

Jane Breedlove
Operations Manager

Sarah Brown
Admissions Counselor

David Burns
Coordinator of Admissions Counselors

Heidi Clark
Admissions Counselor

Jennifer Collins
Special Projects Coordinator

Robert Craton
Computing Resource Manager/Computing and Systems Sciences Department

Janet Deavers
Payroll Supervisor

Jacque Donecho
Instructional Support Specialist

Rod Eib
Manager of Customer Support

Tom Essenburg
Associate Director of Development/Annual Giving

Marilyn Evans
Assistant to the Registrar

Joyce Fox
Director of Conference Programs

Jim Garringer
Director of News Service/Campus Photographer

William Gross
Superintendent of Grounds

Sid Hall
Superintendent of Maintenance

Joyce Helyer
Director of the Taylor Fund/Associate Director of Development

Mary Ann Hill
Administrative Assistant to Vice President University Relations

Gregg Holloway
Financial Aid Counselor

Nancy Howard
Administrative Assistant to Vice President for Business and Finance

Laura Hutson
Director of Office Services

Joyce Jeffrey
Superintendent of Housekeeping

Kim Johnson
Administrative Assistant to Vice President for Planning and Information Resources

Sandy Johnson
Customer Service Support

Helen Jones
Administrative Director of Donor Services

Dan Jordan
Director of University Press

Ellie Kastelein
Nurse

Marian Kendall
Director of Teacher Certification

Jack King
Associate Director of Development/Annual Giving

Ron Korfmacher
Admissions Athletic Recruiter/Assistant Coach

Jessie Lennertz
Information Center Manager

Jack Letarte
Institutional Researcher

Paul Lightfoot
Campus Landscaper

Brenda Mantha
Administrative Assistant/Office of the President

Linda Mealy
Administrative Assistant to Vice President for Academic Affairs

Douglas Marlow
University Editor

Margaret (Peggy) Mogush
Networked Systems Manager

Robert Neideck
Bookstore Manager

Jon Ochs
Media Technician

Steve Olsen
Telephone System Manager

Alan Ours
Information Center Specialist

Jane Oyler
Residence Hall Director

Barry Pavesi
Television Producer in Residence

David Pridemore
Music Listening and Microcomputers Lab Coordinator

Jeff Raymond
Sports Information Director

Douglas Read
Programmer/Analyst

Teresa Reimschisel
Coordinator of Admissions Operations

Ruth Rickner
Nurse

Lou Roth
Director of Health Center

Mike Row
Director of Campus Safety

Mike Schadler
Telephone System Technician

Caroline Simmons
Administrative Assistant/Office of the President

Dale Sloat
Director of University Relations

Cassandra Smith
International Student Coordinator

Gaylene Smith
Administrative Assistant to Vice President for Student Development and Services

Linda Solms
Nurse

Marty Songer
Director of Alumni Programs/Special Events

Tom Steffes
System Installation Specialist

Charles Stevens
Director of Alumni Programs

Jean St. John
Manager of System Purchasing and Contracts

Kay Stouse
Assistant Director of Financial Aid

Ronald Sutherland
Controller

Joyce Taylor
Administrative Assistant to Vice President for Development

Jere Truex
Assistant for University Relations

David Woodall
Systems and Development Leader

Priscilla Wynkoop
University Prospect Researcher

Tim Yates
Service Manager/Information Services

Alumni Association
National Alumni Council 1993-94

M. Frances Valberg Ringenberg '78, *President*
Wheaton, Illinois,

S.T. Williams, Jr. '86, *President Elect*
Fort Wayne, Indiana,

Donald L. Granitz '52, *Past President*
Elkhart, Indiana

Harold V. Beattle '50, *Recording Secretary*
Grand Rapids, Michigan

Lois Jackson Austin '63
Gas City, Indiana

Christopher A. Balkema '93
Lafayette, Indiana

Brian S. Burnett '80
Indianapolis, Indiana

Mary Baker Campbell '65
Upland, Indiana

Linda Cummins '74
Anderson, Indiana

Michael Hammond '92
Fairfax, Virginia

Timothy S. Himmelwright '83
Allentown, Pennsylvania

Steven H.L. Honett '70
Plano, Texas

George E. Jackson III '86
Indianapolis, Indiana

E. Lewis Luttrell '63
Naperville, Illinois

Michael D. Mortensen '91
Bluffton, Indiana

Amy Pletcher '94
Wakarusa, Indiana

Donna Lee Jacobsen Poe '79
Danville, Indiana

Scott M. Preissler '83
Indianapolis, Indiana

Richard A. Seaman '78
Upland, Indiana

Parents' Cabinet 1993-94

Robert Burden, *President*

Jack Loose, *Vice President*

David McKie, *Past President*

Nancy Torrans, *Treasurer*

Judy Raikes, *Secretary*

Mr. and Mrs. Lynn Aschliman
Archbold, Ohio

Mr. and Mrs. Dennis Austin
Gas City, Indiana

Mrs. Gilda Beath
Bremen, Indiana

Dr. and Mrs. Robert Burden
Goshen, Indiana

Mr. and Mrs. Dale Domsten
Ludington, Michigan

Mr. and Mrs. Peter Dys
Fort Myers, Florida

Mr. and Mrs. Cardiff Hall
Troy, Ohio

Mr. and Mrs. Robert Larsen
Zeeland, Michigan

Mr. and Mrs. Robert LeMaster
Goshen, Indiana

Mr. and Mrs. Jack Loose
Huntsville, Alabama

Dr. Nancy Moller
Indianapolis, Indiana

Mr. and Mrs. Coulson Mucher
High Point, North Carolina

Mr. and Mrs. William Neal, Sr.
Franklin, Tennessee

Mr. and Mrs. Hobert Raikes
Delaware, Ohio

Rev. and Mrs. William Smith
Montpelier, Indiana

Dr. and Mrs. Andrew Stewart
Indianapolis, Indiana

Mr. and Mrs. Richard Torrans
Brentwood, Tennessee

Mr. and Mrs. Robert Wynkoop
Muncie, Indiana

COLLEGE CALENDAR 1994-95 ACADEMIC YEAR

FALL TERM 1994

August 24-26, Wednesday-Friday	Colleagues' College (Faculty)
August 26-29, Friday-Monday	New Student Orientation
August 30, Tuesday	Classes begin
September 5, Monday, Labor Day	No day classes; classes resume 5:30 p.m.
September 12-16, Monday-Friday	Spiritual Renewal Week
September 30, Friday	Campus Visitation Day
September 30 - October 2, Friday-Sunday	Parents' Weekend
October 21, Friday	Midterm grades due
October 14-16, Friday-Sunday	Homecoming Weekend
October 28, Friday	Campus Visitation Day
November 7-11, Monday-Friday	World Opportunities Week
November 23, Wednesday, 12:30 p.m.	Thanksgiving holiday
November 28, Monday, 12:30 p.m.	Classes resume
December 12-15, Monday-Thursday	Evaluation Week

INTERTERM 1995

January 3, Tuesday	Interterm begins
January 16, Monday	Martin Luther King Day
January 27, Friday	Interterm ends after last class

SPRING TERM 1995

January 30, Monday	Classes begin
February 6-10, Monday-Friday	Spiritual Renewal Week
February 27-March 3, Monday-Friday	Relational Enrichment Week
March 17, Friday	Midterm grades due
March 17, Friday	Campus Visitation Day
March 24, Friday	Spring vacation begins after last class
April 3, Monday	Classes resume
April 13, Thursday	Easter break begins after last class
April 18, Tuesday	Classes resume
April 21-23, Friday-Sunday	Youth Conference
April 28, Friday	Campus Visitation Day
May 15-18, Monday-Thursday	Evaluation Week
May 20, Saturday, 10:00 a.m.	Commencement Ceremonies

SUMMER SESSION I, 1995

May 23-June 16	Summer Session I
May 23, Tuesday	Classes begin
May 29, Monday, Memorial Day	No classes
June 16-17, Friday-Saturday	Summer Orientation/Fall Registration
June 16, Friday	Classes end after last class

SUMMER SESSION II, 1995

June 19-July 21	Summer Session II
June 19, Monday	Classes begin
July 4, Tuesday, Independence Day	No classes
July 7-8, Friday-Saturday	Summer Orientation/Fall Registration
July 21, Friday	Summer Session ends after last class

COLLEGE CALENDAR 1995-96 ACADEMIC YEAR

FALL TERM 1995

August 23-25, Wednesday-Friday	Colleagues' College (Faculty)
August 25-28, Friday-Monday	New Student Orientation
August 29, Tuesday	Classes begin
September 4, Monday, Labor Day	No day classes; classes resume 5:30 p.m.
September 11-15, Monday-Friday	Spiritual Renewal Week
September 29, Friday	Campus Visitation Day
October 6-8, Friday-Sunday	Homecoming Weekend
October 20, Friday	Midterm grades due
October 27, Friday	Campus Visitation Day
October 27-29, Friday-Sunday	Parents' Weekend
November 6-10, Monday-Friday	World Opportunities Week
November 22, Wednesday, 12:30 p.m.	Thanksgiving holiday
November 27, Monday, 12:30 p.m.	Classes resume
December 11-14, Monday-Thursday	Evaluation Week

INTERTERM 1996

January 2, Tuesday	Interterm begins
January 15, Monday	Martin Luther King Day
January 26, Friday	Interterm ends after last class

SPRING TERM 1996

January 29, Monday	Classes begin
February 5-9, Monday-Friday	Spiritual Renewal Week
March 4-8, Monday-Friday	Relational Enrichment Week
March 15, Friday	Midterm grades due
March 22, Friday	Campus Visitation Day
March 29, Friday	Spring vacation begins after last class
April 9, Tuesday	Classes resume
April 19-21, Friday-Sunday	Youth Conference
April 26, Friday	Campus Visitation Day
May 13-16, Monday-Thursday	Evaluation Week
May 18, Saturday, 10:00 a.m.	Commencement Ceremonies

SUMMER SESSION I, 1996

May 21 - June 14	Summer Session I
May 21, Tuesday	Classes begin
May 27, Monday, Memorial Day	No classes
June 14, Friday	Classes end after last class

SUMMER SESSION II, 1996

June 17 - July 19	Summer Session II
June 17, Monday	Classes begin
June 21-22, Friday-Saturday	Summer Orientation/Fall Registration
July 4, Thursday, Independence Day	No classes
July 12-13, Friday-Saturday	Summer Orientation/Fall Registration
July 19, Friday	Classes end

COLLEGE CALENDAR 1996-97 ACADEMIC YEAR

FALL TERM 1996

August 28-30, Wednesday-Friday	Colleagues' College (Faculty)
August 30 - September 2, Friday-Monday	New Student Orientation
September 3, Tuesday	Classes begin
September 9-13, Monday-Friday	Spiritual Renewal Week
September 27, Friday	Campus Visitation Day
October 4-6, Friday-Sunday	Parents' Weekend
October 18-20, Friday-Sunday	Homecoming Weekend
October 25, Friday	Midterm grades due
October 25, Friday	Campus Visitation Day
November 4-8, Monday-Friday	World Opportunities Week
November 27, Wednesday, 12:30 p.m.	Thanksgiving holiday
December 2, Monday, 12:30 p.m.	Classes resume
December 16-19, Monday-Thursday	Evaluation Week

INTERTERM 1997

January 6, Monday	Interterm begins
January 20, Monday	Martin Luther King Day
January 30, Thursday	Interterm ends after last class

SPRING TERM 1997

February 3, Monday	Classes begin
February 10-14, Monday-Friday	Spiritual Renewal Week
March 3-7, Monday-Friday	Relational Enrichment Week
March 21, Friday	Midterm grades due
March 21, Friday	Spring vacation begins after last class
March 21, Friday	Campus Visitation Day
April 1, Tuesday	Classes resume
April 18-20, Friday-Sunday	Youth Conference
May 2, Friday	Campus Visitation Day
May 19-22, Monday-Thursday	Evaluation Week
May 24, Saturday, 10:00 a.m.	Commencement Ceremonies

SUMMER SESSION I, 1997

May 28 - June 20	Summer Session I
May 28, Wednesday	Classes begin
June 20, Friday	Classes end
June 20-21, Friday-Saturday	Summer Orientation/Fall Registration

SUMMER SESSION II, 1997

June 23 - July 25	Summer Session II
June 23, Monday	Classes begin
July 4, Friday, Independence Day	No classes
July 11-12, Friday-Saturday	Summer Orientation/Fall Registration
July 25, Friday	Summer Session ends

COLLEGE CALENDAR 1997-98 ACADEMIC YEAR

FALL TERM 1997

August 27-29, Wednesday-Friday	Colleagues' College (Faculty)
August 29 - September 1, Friday-Monday	New Student Orientation
September 2, Tuesday	Classes begin
September 8-12, Monday-Friday	Spiritual Renewal Week
September 26, Friday	Campus Visitation Day
October 10-12, Friday-Sunday	Homecoming Weekend
October 24, Friday	Midterm grades due
October 31, Friday	Campus Visitation Day
October 31 - November 2, Friday-Sunday	Parents' Weekend
November 3-7, Monday-Friday	World Opportunities Week
November 26, Wednesday, 12:30 p.m.	Thanksgiving holiday
December 1, Monday, 12:30 p.m.	Classes resume
December 15-18, Monday-Thursday	Evaluation Week

INTERTERM 1998

January 5, Monday	Interterm begins
January 19, Monday	Martin Luther King Day
January 29, Thursday	Interterm ends after last class

SPRING TERM 1998

February 2, Monday	Classes begin
February 9-13, Monday-Friday	Spiritual Renewal Week
March 2-6, Monday-Friday	Relational Enrichment Week
March 20, Friday	Midterm grades due
March 20, Friday	Campus Visitation Day
March 20, Friday	Spring vacation begins after last class
March 30, Monday	Classes resume
April 9, Thursday	Easter break begins after last class
April 14, Tuesday	Classes resume
April 24-26, Friday-Sunday	Youth Conference
May 1, Friday	Campus Visitation Day
May 18-21, Monday-Thursday	Evaluation Week
May 23, Saturday, 10:00 a.m.	Commencement Ceremonies

INFORMATION DIRECTORY

The Office of the President of the University administers the total program of the institution and will receive inquiries. In addition, the administration, faculty, and staff of Taylor University are available to assist with questions relevant to particular areas of responsibility.

Inquiries on the following subjects may be addressed to the offices indicated:

Academic Information: academic programming, calendar, curriculum, faculty, off-campus programs, summer sessions--Office of Academic Affairs

Admissions: applications, campus visits, catalogs, and descriptive literature--dean of admissions

Business Matters: fees, payment procedures—Controller's Office/supervisor of student accounts

Christian Life: chapel, convocations, spiritual emphasis weeks, Taylor World Outreach--campus pastor/associate dean of students

Conferences and Visitors: retreats, band camps, conferences, meetings--conference coordinator/Office of University Relations

Counseling: interpersonal and group counseling—Counseling Center, Student Development and Services Office

Development: alumni relations (Taylor Clubs, alumni publications, homecoming activities), capital campaigns, church matching grants, estate planning, fund raising, parents' association, research—vice president for development

Faculty Speakers: academic topics, pulpit supply—Office of Academic Affairs

Registration and Transcripts: academic petitions, grade reports, faculty advising, scheduling of classes, transcripts, transfer credit--registrar

Student Insurance: --director of office services

Student Life: activities, campus safety, clubs, counseling, health services, housing, orientation, leadership opportunities and career development—associate vice president for student development and dean of students

Summer Sessions: summer classes, workshops, field station programs--director of summer school/Office of Academic Affairs

University Relations: conferences and events, marketing media, public relations, university publications, WBCL/WBCY—vice president for university relations

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TAYLOR INFORMATION CARD

Name _____ (please print) Birthdate _____

Street Address _____ Area/Home Phone ____ / _____

City _____ State _____ Zip _____

High School _____ H.S. Graduation Year _____

Average Grade: A A– B+ B B– C+ C C– (Please Circle)

College Transfer Yes No

Proposed major: _____

Circle Activity Interest:

Music	Football	Baseball	Softball	Track	Golf
Drama	Basketball	Volleyball	Soccer	Cross Country	Tennis

Materials Requested: _____

AN INTERESTED FRIEND?

Perhaps you have a friend that you would like to have receive Taylor information.

Name _____ (please print) Area/Home Phone ____ / _____

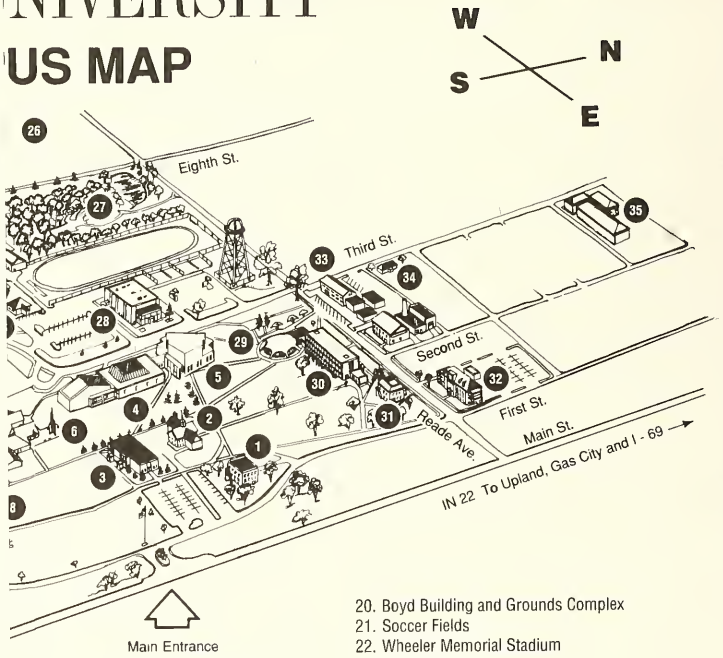
Street Address _____

City _____ State _____ Zip _____

High School _____ H.S. Graduation Year _____

NIVERSITY

US MAP



8. Nussbaum Science Center
9. Grace Olson Hall
10. Wengatz Hall
11. Intramural Fields
12. Haakonsen Health Center
13. English Hall
14. Gerig Hall
15. Taylor Lake
16. Hodson Dining Commons
17. Bergwall Hall
18. Odle Gymnasium
19. West Village
20. Boyd Building and Grounds Complex
21. Soccer Fields
22. Wheeler Memorial Stadium
23. Campus Safety
24. Field House
25. Randall Environmental Studies Center
26. Arboretum
27. President's Home
28. Rediger Chapel/Auditorium
29. Student Union
30. Morris Hall
31. Sickler Hall (Communication Arts)
32. Swallow-Robin Hall
33. Freimuth Administration Building
34. Guest House
35. Fairlane Apartments

6. Rice Bell Tower
7. Zondervan Library

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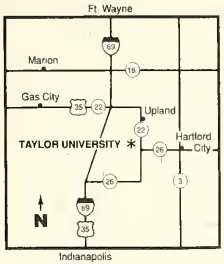

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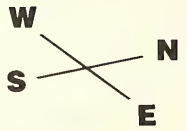
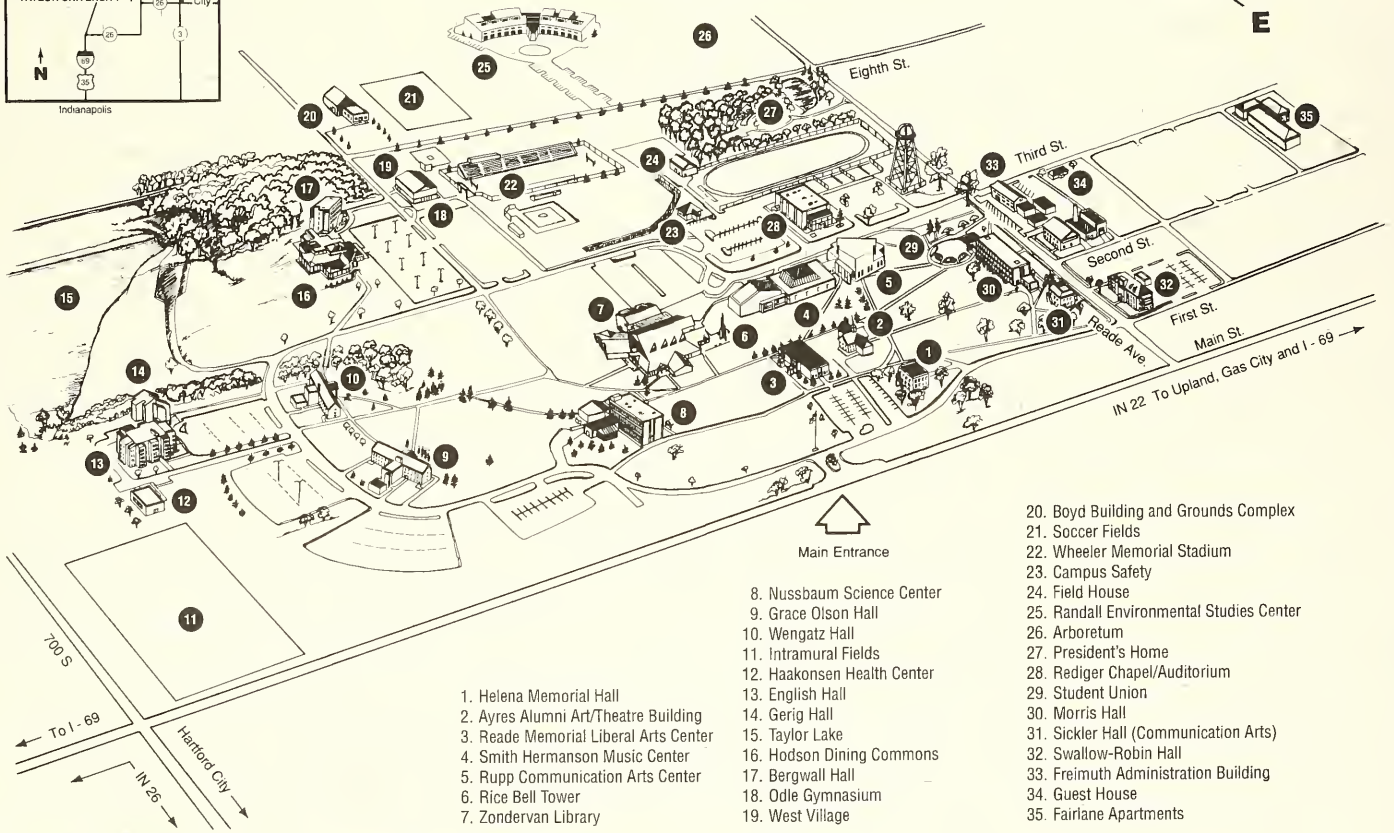
CAMPUS MAP





1. Helena Memorial Hall
2. Ayres Alumni Art/Theatre Building
3. Reade Memorial Liberal Arts Center
4. Smith Hermanson Music Center
5. Rupp Communication Arts Center
6. Rice Bell Tower
7. Zondervan Library
8. Nussbaum Science Center
9. Grace Olson Hall
10. Wengatz Hall
11. Intramural Fields
12. Haakonsen Health Center
13. English Hall
14. Gerig Hall
15. Taylor Lake
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